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ABSTRACT

This teacher resource manual was developed to help teachers implement the Canadian province of Alberta's new Social Studies 10, 20, 30 (high school) courses. It offers suggestions on teaching social studies, planning for instruction, and instruction/evaluation strategies. For each grade level, class activities on the two topical areas to be taught are offered. Additionally for each topic, a selected different organizational teaching model, illustrating ways to cover the course objectives, is suggested and explained. Social Studies 10, "Canada in the Modern World," is composed of Topic A, "Canada in the Twentieth Century," and Topic B, "Citizenship in Canada." Social Studies 20 "The Growth of the Global Perspective" is composed of Topic A, "Development and Interaction of Nations: Nineteenth-Century Europe," and Topic B, Interdependence in the Global Environment." Social Studies 30, "The Contemporary World," covers Topic A, "Political and Economic Systems," and Topic B, "Global Interaction in the Twentieth Century." Six appendices also are included in the guide. (DB)

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SENIOR HIGH
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Social studies
TEACHER RESOURCE MANUAL

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TEACHER RESOURCE MANUAL

SOCIAL STUDIES 10

SOCIAL STUDIES 20

SOCIAL STUDIES 30

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INTRODUCTION

The Teacher Resource Manual

This teacher resource manual was developed to help teachers implement the new Social Studies 10, 20 and 30 courses. It offers suggestions for organizing, teaching and evaluating the new program and provides additional information about the program. This support document should be used in together with the *Program of Studies* for Social Studies 10 20 30.

The 12 organizational models and numerous exercises and activities are based on the program's topics of study. They illustrate ways to cover the course objectives. The TRM is not a series of self-contained teaching units for each topic. It includes numerous appropriate examples of the kinds of activities that can be used to develop some of the program objectives, but neither provides nor prescribes the exercises and activities necessary to cover all social studies objectives.

The suggested activities for each model include opening and closing exercises. Teachers will find that many of the activities can be used for other topics and adapted to meet students' needs. All of these materials can and should be integrated with other support resources for Social Studies 10, 20 and 30.

The Social Studies Program

The new program was designed to provide more specific content. Other important features of the new social studies program are noted below.

- The number of required credits in social studies has increased from 10 to 15 for both a General High School Diploma and an Advanced High School Diploma.
- A new Social Studies 13 23 33 sequence has been introduced to meet the learning needs of students who require alternate strategies in acquiring knowledge, skills and positive attitudes.
- The program has been organized around topics to allow for more flexibility.
- Increased emphasis has been placed on critical and creative thinking skills in the high school social studies program.
- Use of a variety of inquiry strategies is encouraged. At least one question and one issue must be addressed in each topic of study.
- Objectives are organized under knowledge, skills and attitudes, with equal weight given to knowledge and skills for formal evaluation; attitudes are to be informally evaluated.
- A provincial Integrated Occupational Program will include two three-credit social studies courses beginning in 1990.

TEACHING SOCIAL STUDIES

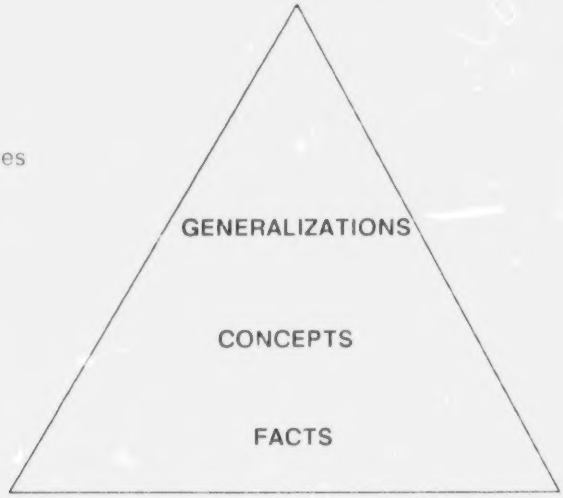
Social Studies Program Objectives

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially but should be integrated to reflect and meet the overall program goal of responsible citizenship.

The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and in the global community (**knowledge**)
- participating constructively in the democratic process by making rational decisions (**skills**)
- respecting the dignity and worth of self and others (**attitudes**).

A. Knowledge: information that a person acquires through experiences.



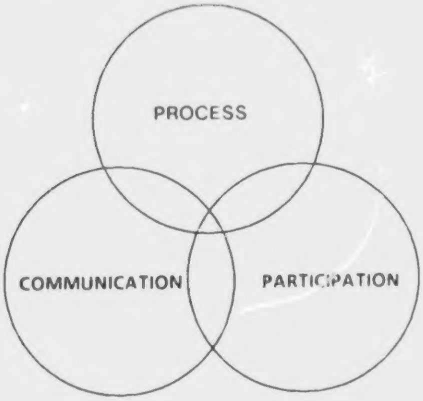
Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. Facts and generalizations can be statements; generalizations are less specific than facts and have broad applicability. The interdisciplinary approach of social studies emphasizes generalizations, concepts and facts drawn from history, geography, economics and other social sciences.

Generalization: a rule or principle that shows relationships between two or more concepts.

Concept: an idea or meaning represented by a word, term or other symbol that stands for a class or group of things.

Fact: a part or piece of information that applies to specific situations; for example, specific statements about people, things, events or ideas.

B. Skills: abilities or techniques gained by practice or experience.



The ability to solve problems and make decisions, to read, listen, view, speak and write effectively, and to work with others, contributes to the development of citizens who are sensitive to and respect the views of others. Describing skills in this way helps clarify the objectives of social studies. It does not, however, reflect the way students acquire and use these skills, nor does it reflect the way these skills should be taught. The skills and their categories are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the relationships between and among these skills may be understood and applied by the students. (See Skill Development Chart – Appendix II.)

Process Skills: skills that help one acquire, evaluate and use information and ideas
- locating interpreting organizing
- analysing synthesizing evaluating

Communication Skills: skills that help one express and present information and ideas
- speaking
- displaying and demonstrating
- writing

Participation Skills : skills that help one interact with others
- intrapersonal
- interpersonal relations
- group process and discussion

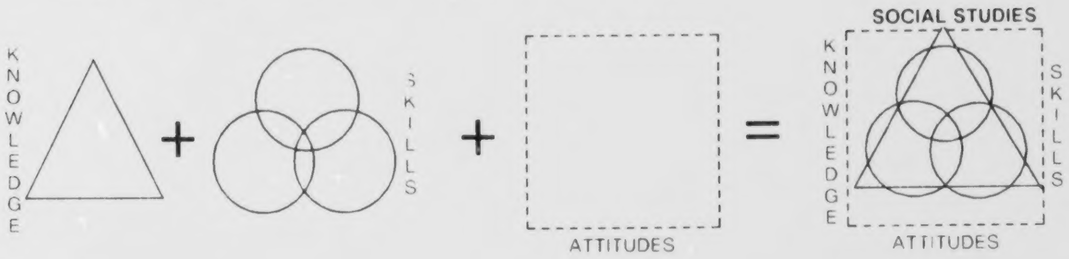
C. Attitudes: thoughts or feelings that a person develops from beliefs, values and experiences, which influence behaviour or action.

Honest
Fair/Just
Kind
Tolerant
Forgiving
Loyal
Committed to democratic ideas
Thinks critically
Open-minded
Appreciative
Intellectually curious
Creative
Cooperative
Accepting
Attentive
Industrious
Possesses a strong sense of self-worth

Students' actions and reactions to events and situations reflect their attitudes. The development of attitudes is part of the development of essential personal characteristics. The more important attributes that schools should foster are indicated in "Developing Desirable Personal Characteristics" (see Appendix V). Schools are expected to prepare students for life by promoting positive attitudes. Social studies, with its goal of preparing students for responsible citizenship, has a special role in developing constructive attitudes. Teachers should take this into consideration when selecting or preparing classroom activities.

The attitude objectives are related to the knowledge and skill objectives; they should, therefore, be incorporated into the instructional process. Students' progress should be assessed, but performance on attitude objectives should not be part of the evaluation used to calculate grades. The general examples given in the program of studies and the objectives established for each topic of study will assist teachers in understanding the nature and purpose of attitude objectives.

D. Linking Knowledge, Skills and Attitudes



The social studies program objectives are **prescribed**. They must be included in the planning of course and classroom instruction. The knowledge, skill and attitude objectives are closely interrelated. Frequently, certain attitudes are a necessary precondition for skill development and knowledge acquisition. The teacher's role is to provide experiences and to design activities that meet all three objectives—knowledge, skills and attitudes. Skills and concepts are linked together in questions to guide the study of topics. The challenge is to focus on thinking as a central goal, through planned instruction.

E. Social Studies and Values

Values are still an integral part of the knowledge, skill and attitude objectives of the social studies program. Values have been organized and incorporated into the curriculum in a manner different from that of the values section of the 1981 social studies program.

Values are fundamental ideas about what is important in life; they are the standards of conduct by which individuals, groups and nations think, act and make judgments. By its very nature, the social studies curriculum includes issues involving values. To understand why people act the way they do, one has to examine their underlying reasons for action, including the values that motivate them.

In the new program, the development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives. The development of values competency (analysis and decision making) is incorporated in the skill objectives. The development of attitudes related to values is obviously incorporated in the attitude objectives.

Fundamental Goals: Thinking and Responsible Citizenship

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of students' abilities to think clearly. Therefore, thinking strategies and skills are an essential part of social studies.

In an open and democratic society where individuals make informed choices about their own actions and the actions of society, reflective thinking is part of citizen participation. Students need to be involved in gathering, examining, organizing, analysing and evaluating information to develop conclusions or solutions and deciding what actions to take.

Problem solving and decision making involve students in complex thinking processes. Facts and concepts can never be completely separated from the values and attitudes of individuals. We live in a complex world where problems and issues have to be addressed and resolved.

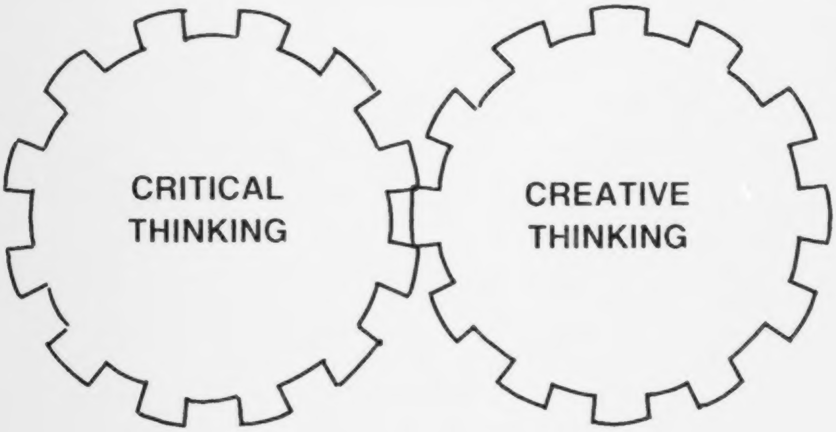
A. Critical and Creative Thinking

Critical Thinking:	the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

Critical thinking is a process of analysing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process uses various criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may include, problem solving, decision making or using Bloom's taxonomy, it is not synonymous with these. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put—to evaluate the importance of an idea.

Creative Thinking:	the process of producing novel and insightful approaches and ideas.

Creative thinking emphasizes divergent thinking and the production of new and original ideas. We value it for producing new knowledge, innovations and artistic expressions.



Critical and creative thinking are not mutually exclusive, but are complementary.

Critical and creative thinking (judging and producing ideas) use a number of strategies that require various skills. Some of the skills are listed below.

Critical Thinking Skills

- Distinguish between facts and opinions
- Determine the reliability of information
- Determine the accuracy of information
- Distinguish relevant from irrelevant information
- Detect bias, stereotyping, cliches and propaganda
- Identify assumptions
- Identify ambiguous statements
- Recognize inconsistencies in a line of reasoning
- Determine strength of an argument
- Consider and assess a variety of alternatives before forming an opinion or making a decision

Creative Thinking Skills

- Reassess ideas and approaches
- Identify new ways of doing things
- Combine the best from the old and the new
- Organize ideas in new ways
- Express thoughts and feelings in original ways

B. Inquiry Strategies

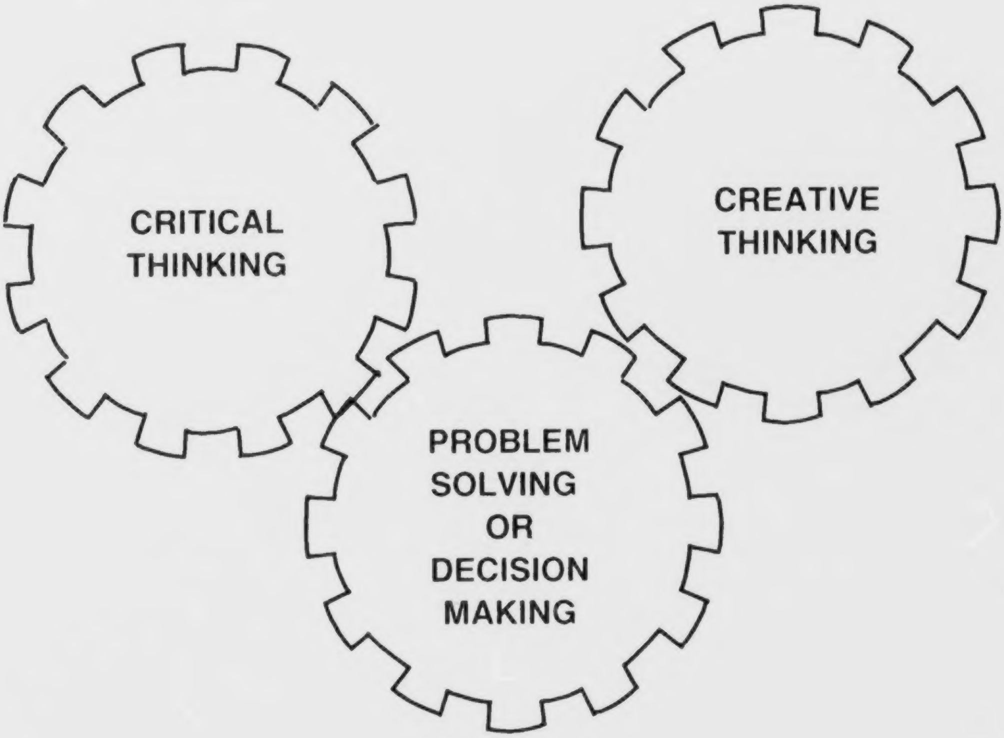
Inquiry strategies are used to seek information about a question, a problem or an issue (using process, communication and participation skills). A **problem** is any situation for which a solution is desired. An **issue** is a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Problem Solving: is a strategy that uses a variety of skills to answer a question or solve a problem.
- who, why, what, where, when, how

Decision Making: is a strategy that uses values and a variety of skills to determine a solution to a problem issue that involves a choice and that requires a decision for action.
- should, how should, to what extent should

In a sense, problem solving may be thought of as "knowledge" inquiry, while decision making is "making choices" inquiry. Problem solving involves understanding and explaining the world. Decision making involves considering alternatives and resolving issues. Students are required to select the best course of action in a complex situation. The emphasis in problem solving is on "what is," while in decision making the emphasis is on "what ought to be." While both inquiry strategies lead to new knowledge, skills and attitudes, decision making leads to action that may involve the student personally.

Critical and creative thinking are used in these two inquiry strategies.



The following inquiry strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and students' maturity.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

- Define the question problem.
- Develop questions or hypotheses to guide research.
- Gather, organize and interpret information.
- Develop a conclusion solution.

Conclusion. a statement of knowledge developed as an answer to a question or problem about a specific situation.

A MODEL FOR MAKING DECISIONS

- Identify the issue.
- Identify possible alternatives.
- Devise a plan for research.
- Gather, organize and interpret information.
- Evaluate the alternatives using collected information.
- Make a decision; plan or take action consistent with the decision (if desirable and feasible).
- Evaluate the action plan and decision-making process.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define the Question/Problem

- Clarify the question problem.
  - What are the elements of the question problem and how are they connected?
- Review what is already known about the question problem.
  - What is known? Unknown?
- Make it manageable.
  - Narrow (limit) it to specific area or focus.

Develop Questions or Hypotheses To Guide Research

- Develop a mental image of the problem (framework) and its solution.
  - State hypothesis.
- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - How should key terms be defined?
  - What information is needed?
- What are the possible sources and location of information? (print, non-print, interviews, surveys)

Gather, Organize and Interpret Information

- Use locating interpreting organizing skills.
  - Acquire information to find answers to questions through listening, observing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading, listening and observing.

Develop a Conclusion/Solution

- Use analysing synthesizing evaluating skills.
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.
  - Evaluate answer, conclusion or solution to see if it is appropriate.

Note: These procedures should not be applied in rigid, lock-step sequence.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS

Identify an Issue

- Clarify the question problem.
  - What are the elements of the issue and how are they connected?
  - What are the related questions or issues?
  - What values are involved?
  - What value positions can be identified?
- Review what is already known about the issue.
  - What is known? Unknown?
- Make it manageable.
  - Narrow (limit) it to specific area or focus.

Identify Possible Alternatives

- What are the choices?
- What points of view are at work?
- Are there rules, laws and principles to consider?

Devise a Plan for Research

- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - Who is making what arguments?
  - How should key terms be defined?
  - What information is needed?
  - What will happen if nothing is done?
- What are the possible sources and location of information? (print, non-print, interviews, surveys)

Gather, Organize and Interpret Information

- Use locating interpreting organizing skills.
  - Acquire information to find answers to questions through listening, observing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading, listening and observing.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS (contd.)

Evaluate the Alternatives Using Collected Information

- Analysing Synthesizing Evaluating
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions. Determine values underlying a position.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.

- What are the possible consequences of each alternative?
  - What are the pros and cons of the alternative?
  - What are the costs and benefits of the alternative?
  - What side-effects might be anticipated?

Make a Decision; Plan or Take Action Consistent With the Decision (if desirable and feasible)

- Select the best alternative
  - Consider the feasibility and desirability of each alternative.
  - How can priorities be established?

- Make a decision
  - What is the basis of the decision?

- What can be done?
  - Create a plan of action to apply the decision. (What are the steps of the action plan?)
  - Apply the plan.

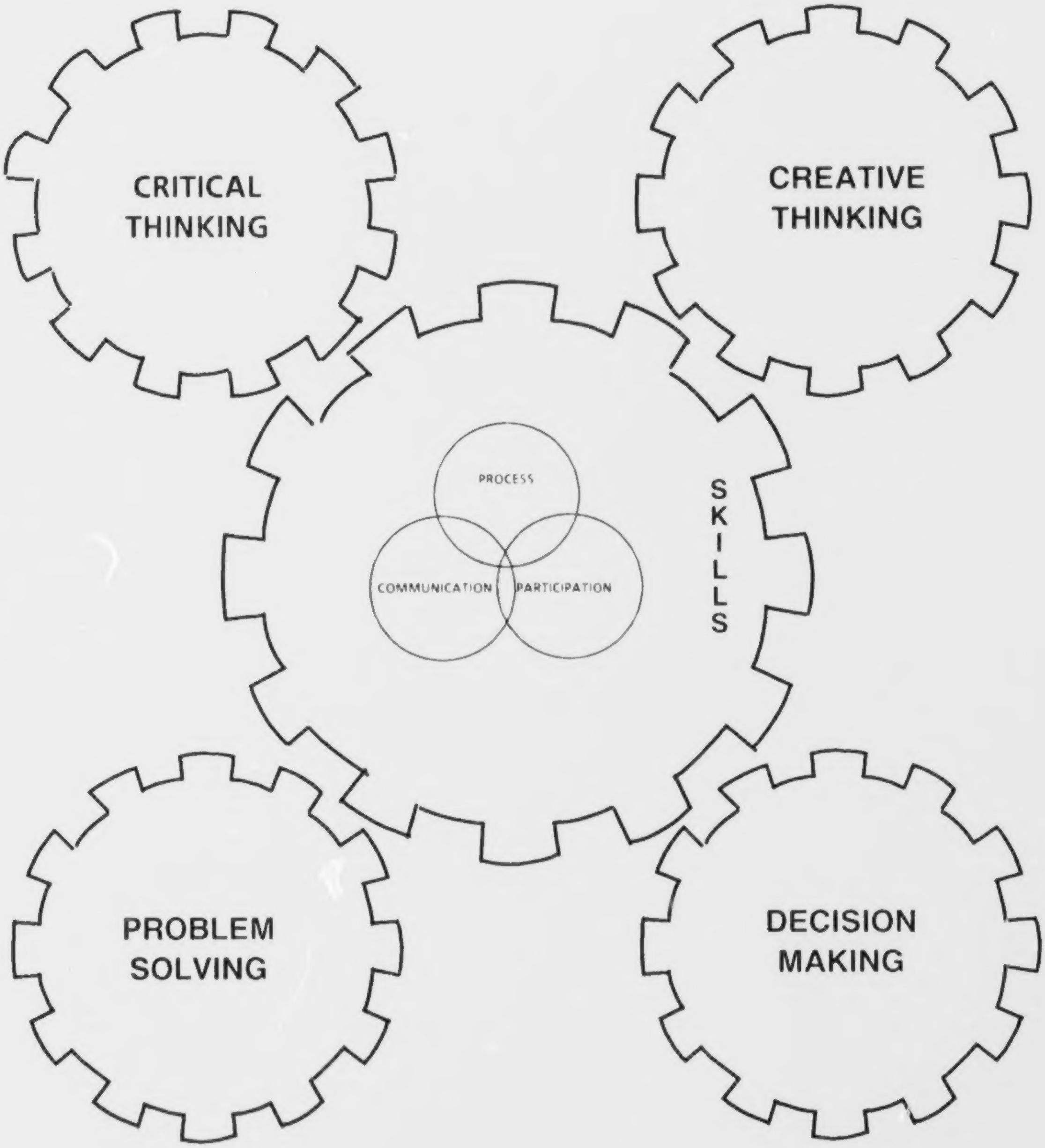
Evaluate the Action Plan and the Decision-making Process

- Does it resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

Note: These procedures should not be applied in rigid, lock-step sequence.

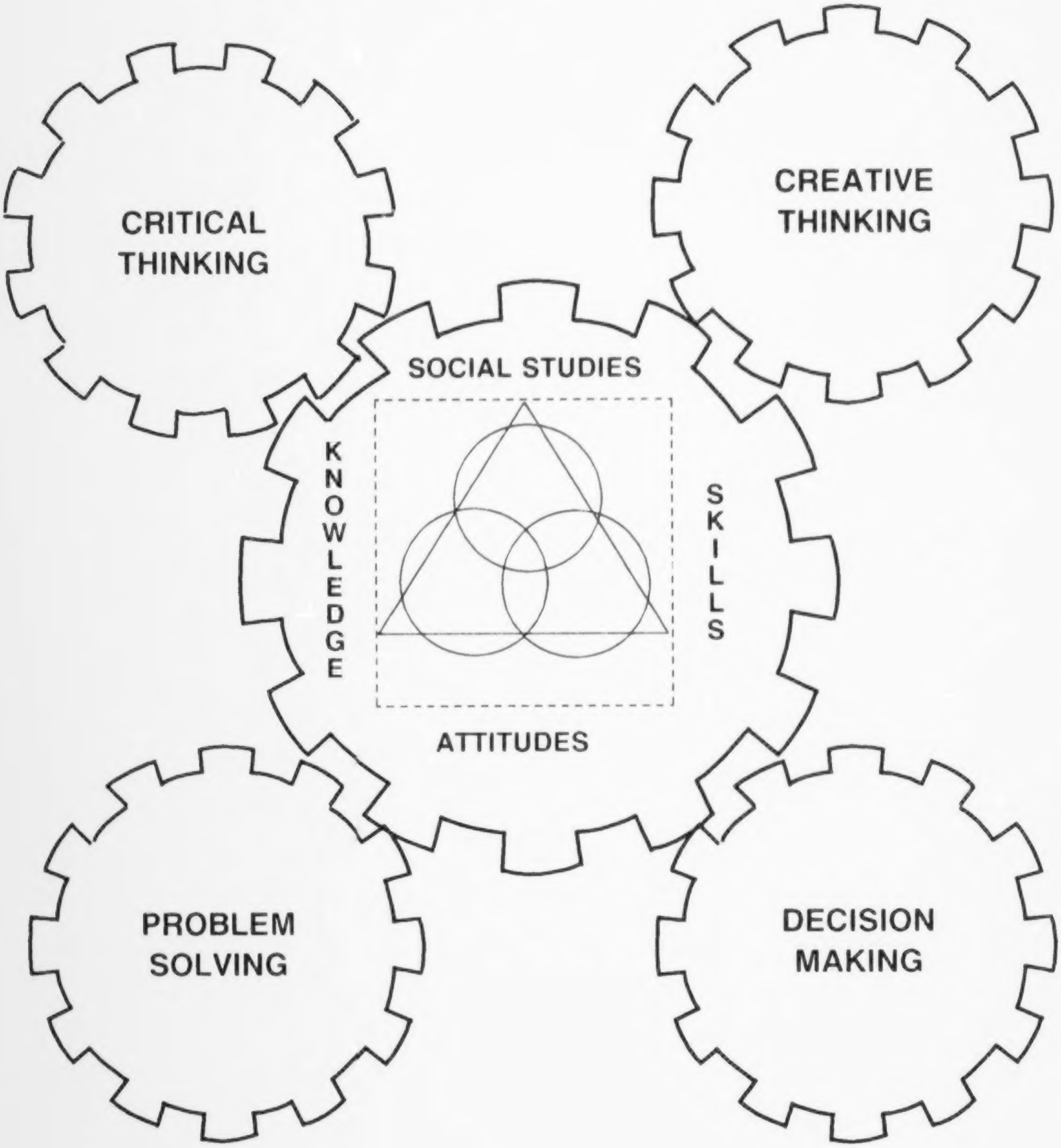
C. Linking Skills to Thinking and Inquiry Strategies

Combinations of basic skills—process, communication and participation skills—are used in all forms of thinking and inquiry strategies.


CRITICAL THINKING
CREATIVE THINKING
PROCESS
COMMUNICATION
PARTICIPATION
SKILLS
PROBLEM SOLVING
DECISION MAKING

D. Linking Social Studies and Thinking

When students engage in problem solving or decision making, they are also using creative and critical thinking. Each social studies topic has issues and questions for inquiry. To ensure that critical and creative thinking occur, issues and questions must be addressed using appropriate inquiry strategies. Teachers may use different strategies to promote critical and creative thinking.


CRITICAL THINKING
CREATIVE THINKING
SOCIAL STUDIES
KNOWLEDGE
SKILLS
ATTITUDES
PROBLEM SOLVING
DECISION MAKING

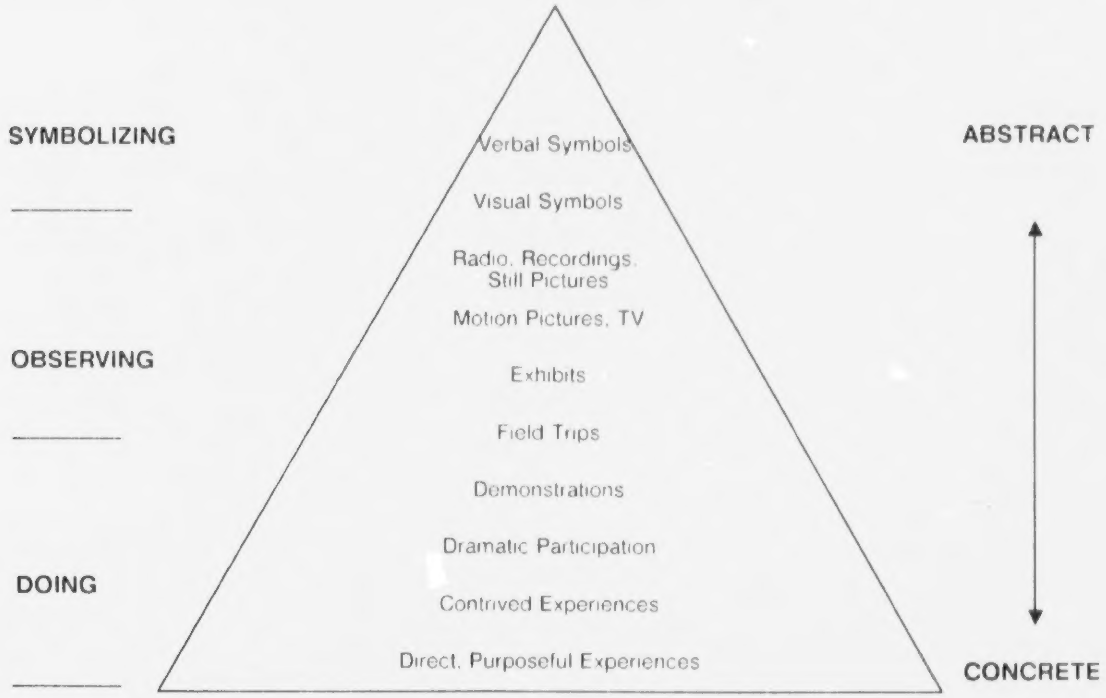
Teaching Strategies

To achieve the goals of responsible citizenship and the development of students' thinking skills, instructional strategies as well as content must be appropriate to students' developmental levels. Many students are "present-oriented" and learn best from personal or tangible experiences. Teaching strategies for these students should be based on the following:

- concrete reality and experience
- new learning based on previous learning experiences
- students actively involved in their learning
  - "hands-on" activities
  - peer interaction (discussion)
- individual student's interests, needs and experiences
- individual learning styles
- positive learning environment.

Teachers should be sensitive to both the developmental stages and learning styles of their students. (See Appendix VI for a list of Alberta Education documents in this area.) Within any group of students there will be a wide range of interests, abilities and styles of learning. Effective teaching should therefore include a variety of activities. These should provide students with opportunities to use pictures, maps, audio-visual materials, art, music, drama, film, as well as written materials, as sources of information and presentation of information. Media resources should be an integral part of instruction. Students need to understand media—not just what they see and hear, but the meaning behind the message.

Students progress developmentally from concrete to abstract thinking. Students in the early grades, and less intellectually mature students at any grade level or within a subject area, need "hands-on" experience. Dale's "Cone of Experience" is one model of this progression.


SYMBOLIZING
OBSERVING
DOING
Verbal Symbols
Visual Symbols
Radio, Recordings, Still Pictures
Motion Pictures, TV
Exhibits
Field Trips
Demonstrations
Dramatic Participation
Contrived Experiences
Direct, Purposeful Experiences
ABSTRACT
CONCRETE

Teaching strategies include the following:

A. Deductive and Inductive Methods

The deductive method is reasoning from a generalization to particular cases or specific information. The inductive method is reasoning from specific information to form generalizations. Both inductive and deductive teaching strategies are important. The methods are not mutually exclusive; teaching activities may contain both strategies on a continuum.

B. Inquiry

The availability of learning resources and time can determine both the number and the depth to which problems and issues can be explored. Focusing on content rather than methodology can also contribute to a lack of emphasis on inquiry. Students may, for example, learn what historians have found out but may not learn how to discover historical facts for themselves. Inquiry involves students in discovering knowledge for themselves and is a mandated part of the program.

C. Questioning

Questioning is an important strategy in teaching and learning. It is a key stimulus to comprehension, problem solving, decision making and critical and creative thinking. Answering questions and asking questions are two basic types of questioning skills used by teachers and students in various situations. Effective questions include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be used to motivate, instruct or evaluate. In addition, students should be encouraged to develop the skills of asking their own questions. The questions that teachers ask can serve as models but students should receive instruction on how to ask and answer their own questions. Questioning is the "seed of inquiry" and student learning is enhanced by being involved in generating questions to help them process information.

A variety of types of questions should be used. Four types of questions are memory, convergent, divergent and evaluative. These types of questions may be placed on a continuum moving from closed to open questions. The four levels of questions are:

Memory-level questions:	require recall of factual information (definitions, time, place). They are closed questions because there can be only one answer.
Convergent-level questions:	require recall of facts or ideas and can be restated in one's own words with emphasis on relationships between facts. They are closed questions because there are correct answers, but answers need not be rote memory.
Divergent-level questions:	require original and creative responses by combining facts and ideas in order to draw conclusions (speculation). They are open questions as there is no correct answer, but answers are based on accurate information.
Evaluative-level questions:	call for judgment and choice based on evidence, values. They are open questions as there is no correct answer, only one's opinion or choice.

Various models of intellectual functioning have been developed. Hilda Taba classified questions into four categories: open questions, focusing questions, interpretive questions and capstone questions. According to Benjamin Bloom, there are six levels of intellectual functioning for which questions should be constructed: recall, comprehend, apply, analyse, synthesize and evaluate. Although the categories are often described as being at different levels, one should not infer that one category is better, or of greater worth than others. What is important is that there be a balanced emphasis on these processes. The research shows that questions should be asked at all levels to encourage students to think at all levels.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. It is important to recognize that the answers determine the process level used, not the questions. Types of questions can be adjusted to the learning styles of students and to their mental maturity.

Questioning

Levels	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How ... ? What ... ? When ... ? Where ... ? Which ... ? Who ... ? Why ... ? Locate various sources of information.
COMPREHENSION (translating interpreting extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit?
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if ... ? What would result ... ? This applies to ... Does this mean ... ?
ANALYSIS (taking apart) Separating information into basic parts so that its organizational structure can be understood - identifying elements, relationships.	Analyse Categorize Classify Compare Contrast (similarities differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between ... ? Analyse costs, benefits and consequences. What motive is there ... ? What is the point of view of ... ? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies ... ? What persuasive technique ... ? What does the author believe, assume ... ?

Questioning (contd.)

Levels	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Create Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if ... ? How would ... ? How can ... ? How could ... ? If this ... then what? How else would you ... ? State a rule. What would you predict ... ?
EVALUATION (judging) Judging whether or not something is acceptable or unacceptable according to definite standards.	Assess Choose Compare (pros cons) Debate Decide Evaluate Judge Justify Prioritize Rank Rate Recommend	Do you agree? Give your opinion. What do you think of ... ? Which do you prefer? Which is better? Would it be better if ... ? Judge bias. emotion. motivation. The best ... The worst ... If .... then ...

Use strong action verbs to ensure that instructional objectives—for class discussions. activities. assignments and examinations (particularly free-response tests)—are clear to students. Avoid words such as "discuss" unless you clarify further what is expected of students.

Meeting Students' Needs

Some students need much more guidance than others and need to be told how they are doing through frequent evaluation. Goals must be realistic; attempting to achieve unrealistic expectations is frustrating. Learning must allow for exploration of individual interests and for problem solving and decision making.

The Elective Component

Students need opportunities to do things they can do well. The elective component provides teachers with opportunities to adapt or enhance the required component to meet the diverse needs and capabilities of individual students.

These diverse needs may be met through a variety of enrichment and remediation activities, such as:

- learning through concrete examples and with the use of audio-visual aids;
- exploring the concepts in a greater degree of complexity or at a higher level of abstraction;
- learning through more highly structured teaching procedures;
- learning through open-ended activities;
- investigating alternative topics and relevant issues;
- undertaking more or fewer cognitively demanding assignments or modifying time requirements;
- mastering concepts and skills through additional practice in varied situations;
- coaching other students in peer or cross-age tutoring; and,
- expressing themselves in various modes of communication (art, music, drama, film).

Most students should be involved in activities that are concrete. This does not mean they are not able to deal with abstract concepts but that such concepts must be presented in concrete, meaningful ways. The knowledge must be presented through classroom activities that are related to the students' everyday experiences. The activities should provide students with opportunities to use pictures, maps and audio-visual materials, as well as written materials, as main sources of information.

Technology in the Social Studies Classroom

Technology has an important role in social studies classrooms. The computer, the calculator, videotape equipment, cassette recorders and other hardware can all be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of computer games. Computer programs can be used for drill in specific skills or to provide individualized instruction. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues, for example. Traditional media such as films, filmstrips, and tapes or records can recreate actual events and assist students whose learning styles are not textbook-oriented.

The integration of technology in the social studies program will help meet the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technologies such as electronic communications and computer networking. The use of databases, spread sheets and word processors should also be encouraged.

For students to understand the potential of technology and harness its potential productivity, technology integration in schools must focus on three areas:

Learning about technology:	focuses on the "discipline" of technology and includes the study of tools, machines, techniques, technological systems and their roles in society (past, present and future).
Learning with technology:	focuses on technology as a tool, as an aid to problem solving or getting work done. See the Social Studies 10 20 30 Skill Development Chart.
Learning through technology:	uses technology to deliver instruction. A small component of learning through technology is computer-based instruction and computer-assisted learning. Computer-assisted learning is sometimes divided into categories such as drill and practice, tutorials and simulations.

PLANNING FOR INSTRUCTION

Planning

When planning for instruction teachers should begin at the end by identifying what students should know, be able to do, think and feel after instruction. Planning includes evaluation of the destination that teachers want their students to reach. Through instruction, teachers attempt to reach the destinations—the goals and objectives—that have been identified through the planning process. The basic elements of planning are:

- identify **where** the students are going (learner expectations—knowledge, skills and attitudes)
- identify **how** the students will get there (instructional strategies)
- identify how you will know **when** the students have arrived (evaluation strategies).

Planning is a systematic approach to integrating learning experiences to achieve the knowledge, skill and attitude objectives. However, the instructional plan is a proposal, not a recipe. It should have sufficient flexibility to allow the teacher to relate to students' abilities and to take advantage of learning opportunities that may arise during instruction. Instructional planning includes yearly, unit and daily lesson planning. The elements used in planning at the three levels are similar but vary in the degree of detail.

Long Range Course Plan	(general)
Unit Plan	↕
Daily Lesson Plan	(specific)

Long-range course and unit plans should be communicated to students, parents and administrators. Outlines distributed to students should include evaluation criteria, to allow individual students to keep a record of their own progress and avoid any surprises at report card time.

When the expected outcomes of the course are clear to both teacher and students, evaluation will enhance learning. The instructional process is not only easier to assess, but ongoing student-teacher feedback allows for adjustments to methods and materials. When a student is making progress in achieving goals, he or she becomes motivated to continue being involved in learning experiences.

Evaluation

Evaluation is an integral part of planning: it is not something to be considered after instruction. To emphasize this point, the evaluation section is not at the end of the TRM as it might be in many similar documents or texts.

Evaluation, within the Alberta social studies curriculum, is the process of collecting, analysing and interpreting information to form judgments about program objectives, teaching strategies, student achievement and instructional resources. Evaluation should be addressed during all phases of planning and instruction.

The function of evaluation goes beyond that of judging levels of achievement and assigning grades. It also includes assessment of students' needs and progress, and consideration of ways that basic resources and support materials can be used to advantage during instruction.

Assessment at the beginning of a year, unit or section of study is used to determine the degree to which prerequisite knowledge, skill and attitude objectives have been mastered as a result of previous instruction. Ongoing evaluation during the course of instruction provides constant feedback to students and teachers about the progress of learning. Evaluation for the purpose of assigning grades is also ongoing, but it occurs at the end of rather than during a lesson, unit or course of study. These forms of assessment at the beginning, during and at the end of instruction are referred to as diagnostic, formative and summative evaluation respectively.

A. Evaluation Strategies

Evaluation methods should relate directly to specific instructional strategies. Each evaluation activity, including examinations, should be designed to promote students' growth. Any strategy that will help the student make greater progress in learning can be used as an evaluation technique.

Evaluating Knowledge

Students need to be able to demonstrate understanding of concepts and generalizations based on factual information. However, recognizing and memorizing factual content must be balanced with using and applying information. Students' understanding can be observed and evaluated as they solve problems, make decisions, hold discussions, and write reports, essays and tests. Asking questions is a useful way to test a student's ability to understand information. The level of questions (based on Bloom's Taxonomy: recall, comprehend, apply, analyse, synthesize, evaluate) can indicate how, and how well, a student uses knowledge. Questions should be asked at all levels, to encourage students to think at all levels (see "Questioning," pp.16–18).

Evaluating Skills

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as tests. The basic way to evaluate skill development is to put the student in a situation that requires the use of a skill, and then to judge his or her performance. Checklists are useful ways to record skill development. Samples of students' work show their progress as well.

Evaluating Attitudes

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of students' behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about something. Measuring attitudes based on this method can be problematic as students can frequently distinguish between "good" and "bad" attitudes, and there is a strong tendency for them to give socially desirable answers. Thus observation is especially important, since behaviour is a better indication of feelings than are answers to questions. Informal discussion and student self-evaluation are also useful. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers remember attitudes held by students at the beginning of the unit or year and to note the changes that take place. **Students' performance on attitude objectives should not be used as part of the summative evaluation used to calculate grades.** Reporting should be descriptive rather than in the form of grades or percents. Further, to avoid misunderstanding, it should be presented orally in a student-teacher or parent-teacher conference. These are suggested ways of evaluating attitudes. Teachers must follow school system and school policies on evaluation.

B. Evaluation Criteria

The design of evaluation strategies, as well as the overall evaluation plan for each topic in social studies, should be guided by the following criteria:

- evaluation should be constructive;
- evaluation should be a continual process;
- evaluation should include diagnostic, formative and summative measures;
- evaluation should be purposeful and connected to the teacher's and the course objectives;
- evaluation should encompass the full range of social studies objectives (knowledge, skills, attitudes);
- evaluation of selected objectives should be a cooperative process involving students and teachers;
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments;
- records should be maintained to provide sufficient information for decision making;
- parents and students should be informed of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation;
- evaluation should include judgments about the relationship between personal teaching style, instructional resources and student achievement; and,
- evaluation should comply with local accreditation policies.

Weighting: To evaluate the course or each topic (unit), knowledge and skill objectives should have equal weight in the evaluation used to calculate grades (50 percent each). Assessment of attitude objectives should not be used as part of the evaluation for the calculation of grades.

C. Evaluation Instruments and Techniques

The following list identifies tools and techniques commonly used in evaluating cognitive (knowledge, skills, thinking and inquiry strategies), social, communicative and affective (attitudes) objectives for social studies. These are instruments and procedures for recording information and gathering evidence to serve as the basis for evaluating students. Sample evaluation techniques have been incorporated into the activities in each topic, and can be easily found by using the "List of Evaluation Samples" (p. viii).

The categories are flexible: some instruments and techniques fit into more than one area. The list is neither all-inclusive, nor exhaustive in its description of each instrument or technique.

* Key: Usual Purpose or Use – Knowledge (K)
– Skills (S)
– Attitudes (A)

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	*USUAL PURPOSE OR USE		
ANECDOTAL RECORD	This is an ongoing written log or diary of students' progress. A detailed record of specific observations, it provides useful data for analysis and interpretation. It is a very time-consuming method of recording information.		S	A
CHECKLISTS	Checklists can be used to evaluate "specific assignments" (see below) according to stated criteria. They can also be used to evaluate students' individual activities and participation in group activities and discussions. They serve as a reminder that something did or did not take place, or that something does or does not need improvement. Checklists can serve to record performance for a variety of different activities including assignment completion. Checklists are useful for self, peer and teacher evaluation. Unlike a rating sheet, a checklist does not rank items.	K	S	A
INTERVIEWS & CONFERENCES	While student–teacher discussions are usually held to move the student toward self-direction, they can be the basis of reviewing any activity or test. The interview or conference can be structured (with questions worked out in advance) or unstructured. Interviews can also replace a written exam.	K	S	A
MEDIA	Tape recordings and videotapes can be used by teachers and students for evaluation at a later time.	K	S	A
OBSERVATION	Observation is an excellent way to assess students, using such tools as anecdotal records, checklists and interviews. Data collection charts allow teachers to record information quickly: systematic observations of behaviour are recorded on a chart or matrix and then analysed. The focus is usually on individual students or a select number of students undertaking an activity over a given time. Observations can include students' responses to questions, use of time and materials, and participation in discussions and group activities.	K	S	A

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
QUESTIONNAIRES & INVENTORIES	These can be used for self-appraisal. An inventory provides a checklist to the student, related to his or her interests and attitudes. Questionnaires can also require sentence completion.			A
- true or false	Instead of indicating whether a statement is simply true or false, the student may be asked to indicate his or her response to statements that express an attitude: agree-disagree, or approve-disapprove.			A
- multiple choice	The choices provided to the stem of the question are scaled in terms of degree of favourableness.			A
- key-list questions	The Likert Scale: uses a 5-point key that may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove and strongly disapprove. A **summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove.			A
	The Semantic Differential: uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 to −3 (very unfavourable).			A
	Rank Order: in rank ordering, a group of three or more items is presented to the student which he or she arranges in the order of his or her preference. (This type of item is really a cross between the matching and key-list question.)			A
RATING SHEET	Similar to the checklist in that it can be used to gather various kinds of information. Difference is that this instrument ranks items. For example: • excellent good fair unsatisfactory • often regularly seldom never.	K	S	A
SAMPLES OF STUDENT WORK	Qualitative differences in student work are observed over time using written work, reports, maps, tests, etc.	K	S	A
PEER AND SELF-EVALUATION	Peer evaluation is used primarily in assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.		S	

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
SPECIFIC ASSIGNMENTS				
Group Activities				
- role play	Students are assigned roles in a dramatic situation and enact the scene as they would handle it in real life.		S	A
- simulation game	Students compete for specified objectives and are bound by certain rules.		S	A
- panel discussion		K	S	A
Speaking Activities				
- oral presentation		K	S	A
- speech		K	S	A
- debate		K	S	A
Displaying Demonstrating				
- artwork		K	S	
- charts, graphs, tables		K	S	
- mapmaking		K	S	
Written Assignments				
- paragraphs		K	S	A
- reports		K	S	A
- essays, position papers		K	S	A
TESTS *				
Objective Tests				
- matching	Items in one column are matched with those in other columns.	K	S	
- completion	"Fill-in-the-blanks" type of questions.	K	S	
- true or false	Declarative statement is presented.	K	S	
- multiple choice	Task and solution predetermined. The stem presents the problem with a list of possible choices.	K	S	
- key-list questions	Essentially a series of multiple choice items in which the responses are given in a key and remain the same for all items.	K	S	
Free-Response Tests	Student organizes his or her answers.			
- sentence answers		K	S	A
- paragraph		K	S	A
- essay		K	S	A

***Tests:** Testing should be balanced with other evaluation instruments and techniques to determine marks for reporting purposes.

Tests should be scheduled. Surprise tests should be used for diagnostic purposes and not for grades or report card marks.

Planning for the Course

A. Elements of a Long-Range/Course Plan

1. Subject
2. General Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
3. Unit Titles (topics)
4. Learning Resources
5. Evaluation
6. Time Allocation

Through the process of long-range course planning, the following should happen:

- teachers increase their understanding of the program of studies (knowledge, skill and attitude objectives);
- knowledge, skill and attitude objectives will have "balanced coverage";
- by identifying the expected learning outcomes for an entire course, the process of evaluation becomes an aid to instruction rather than a separate entity in itself; and,
- teachers become more familiar with available learning resources.

EXAMPLE:

LONG-RANGE COURSE PLAN

SOCIAL STUDIES ____________________

Topic/Unit	Time*	Learning Resources	Summative Student Evaluation*
Topic A: Knowledge Skills Attitudes	9 weeks (Sept. __ to Nov. __)		35%
Topic B: Knowledge Skills Attitudes	9 weeks (Nov. __ to Jan. __)		35%
Review:	1 week *Allow time for review		Final Exam 30% TOTAL 100% *broad base – assignments, reports, debates, letters, group work, not just exams.

B. Elements of a Unit Plan

1. Title (topic)

2. Objectives
    a) Knowledge
    b) Skills
    c) Attitudes
    d) Inquiry (questions and issues)

3. Learning Resources

4. Methodology
    a) Introductory Activities
    b) Developmental Activities
    c) Culminating Activities

5. Evaluation

6. Time Allocation

The elements of a unit plan are similar to those of a long-range course plan. The difference is in the amount of detail. Students need practice to develop the knowledge, skills and attitudes required. They also need opportunities to show that they have achieved the learning outcomes, and as well, to know how well they have done. Planning and instruction should allow students to frequently sense accomplishment. This means instructional objectives must be specific, monitorable and documentable.

EXAMPLE:

UNIT PLAN

Topic:

Objectives	**Learning Resources**	**Methodology (Strategies/Activities)**	**Summative Student Evaluation**	**Time Allocation**
Knowledge: Skills: Attitudes:		Introductory:	Map Assignment 50 Chart 50 Quiz 10	1 week
Knowledge: Skills: Attitudes:		Developmental:	Timeline 50 Paragraph 50 Quiz 20 Detecting Fallacies Assignment 50 Group Project 100	6 weeks (-1) (-1) (-2) etc.
Knowledge: Skills: Attitudes:		Culminating:	Group Interaction 50 Poster 50 Quiz 20 Oral Presentation 50 Essay 200 Unit Exam 250 TOTAL 1000	2 weeks

Unit Development Outline

As shown in the diagram, there are usually three parts to the development of a teaching unit.

APPROX. TIME	**UNIT DEVELOPMENT OUTLINE: TOTAL LENGTH APPROX. 9 WEEKS (60 HOURS)**		
		Purpose	Typical Activities
1 week (6 hours)	I. Opening Activities	1 Motivate 2 Focus on topic of unit 3 Introduce concepts	Games; highly interesting activities
6 weeks (39 hours)	II. Developmental Activities	1. Develop understanding of generalizations, concepts, and encourage attitudes through skill development 2 Engage students in inquiry - Plan the research - Collect data - Analyse data - Synthesize data - Evaluate data	• Decide the questions, resources and presentation methods • Using questions as a basis, combine knowledge, skills and attitudes into strategies that use resources to answer the questions. Identify priorities, truths, and biases. Summarize in display written form for class presentation
2 weeks (13 hours)	III. Culminating Activities	1 Review learning 2 Apply learning 3 Evaluate	• Check conceptual understanding • Apply learning to a new situation • Develop generalizations • Final unit exam

Developing Inquiry Activities for the Unit

Decide: the **method** to be used (problem solving, decision making, etc.). One issue and one question must be addressed in each topic unit.

Select: one **question** or **issue** to develop. See suggestions in the *Program of Studies*.

Decide:
a) the **knowledge** needed to answer the questions. Use the main concept to be developed and include the related facts;
b) the **process skills** and **participation skills** to be developed;
c) the **attitude** objectives to focus on; and
d) **communication** and **participation** methods to be used.

Combine: the **knowledge**, **skill** and **attitude** objectives in a few appropriate instructional strategies. These strategies will be appropriate to the students' various abilities and will be relatively interesting and challenging. Examples can be found throughout this document.

Organizational Models

The knowledge base provides facts, concepts and generalizations that help students understand human affairs and the human condition. Knowledge provides the basis for developing attitudes and is the vehicle used for the development of skills.

There are various models that may be used to organize social studies units (topics). Any organizational model may be used, provided that an issue and a question are included in each unit, and that the knowledge, skill and attitude objectives from the program of studies are addressed, as well as meaningful current affairs.

Chronological Model:	Using chronology is a common approach to teaching social studies. Chronology may contribute to an understanding of the interrelationships among events, movements, trends and people. However, chronology in and by itself cannot do so. History cannot be a number of disconnected and unrelated important events and great lives. Time-sequence relationships of cause and effect must be studied.
Thematic Model:	Themes such as revolution, nationalism, imperialism and industrialism may be explored in the context of identifying similarities and differences among events that appear to have certain elements in common.
Thematic Chronological Model:	This is one of the most popular approaches to teaching social studies. Themes are taught using a chronological approach. Cause-and-effect relationships as well as similarities and differences among events are considered.
Issue or Question Model:	An issue or a question provides the focus for organizing the knowledge, skill and attitude objectives. Problem solving and decision making use an inductive approach whereby students reason through from specific information to answer questions, solve problems and issues. (At least one issue and one question must be addressed, using appropriate inquiry strategies for each unit of study.)
Case Study Model:	A case study approach involves the study of an event or topic in depth. A comparative case study uses specific information, usually done as student research, to form generalizations.

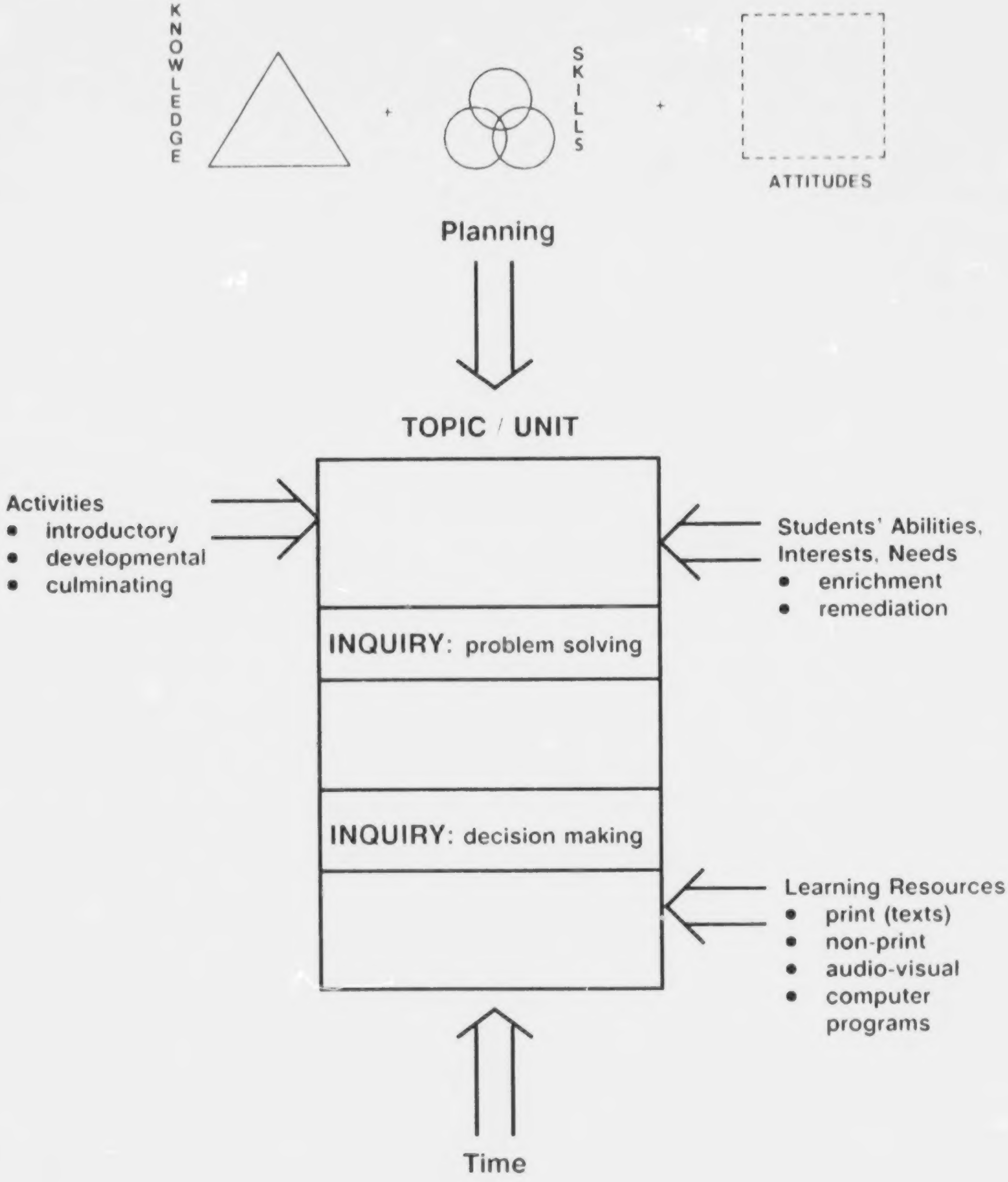
Time Allocation

a) Suggested time allocation for the course:

Topic A – 9 weeks (59.2 hours) approx.
Topic B – 9 weeks (59.2 hours) approx.
Review A B – 1 week (6.6 hours) approx.

b) Suggested time allocation for each unit:

	Topic A	Topic B	Review/Link
Introductory Activities	1	1	
Developmental Activities	6	6	
Culminating Activities	2	2	
Linking Topics Final Exam			1
Total number of weeks	**9**	**9**	**1**


KNOWLEDGE
+
SKILLS
+
ATTITUDES
Planning
TOPIC / UNIT
Activities
• introductory
• developmental
• culminating
Students' Abilities, Interests, Needs
• enrichment
• remediation
INQUIRY: problem solving
INQUIRY: decision making
Learning Resources
• print (texts)
• non-print
• audio-visual
• computer programs
Time

The Alberta social studies program is organized around topics. Knowledge, skill and attitude objectives must be integrated in activities using learning resources that are appropriate to the developmental stages and learning styles of individual students. While a variety of strategies may be employed, problem-solving and decision-making strategies (questions problems issues) must be included in the unit. The amount of time available to develop the objectives is an important factor that must be taken into account on an ongoing basis.

C. Elements of a Daily Lesson Plan

1. Topic
2. Purpose or Main Idea
3. Lesson Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
4. Learning Resources
5. Methodology
   a) Opening Activities
   b) Developmental Activities
   c) Closing Activities
6. Assignment
7. Time
8. Evaluation

Except in scope, a daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment has several purposes: to give students opportunities to apply the knowledge, skills and attitudes, to allow the teacher to give individual help and to give the teacher an opportunity to assess what the students have learned.

Students should be told the purpose of every lesson. Write the purpose or objectives on the blackboard.

EXAMPLE:

DAILY LESSON PLAN

Topic:
Purpose/Main Idea:

Lesson Objectives	Learning Resources Materials	Methodology Strategies Activities	Time (Minutes)
Knowledge Skills: Attitudes:		Opener: Development: Closure:	
Evaluation			

* The amount of information in a daily lesson plan will vary according to the activities strategies planned.

INSTRUCTION/EVALUATION STRATEGIES

There are several instruction strategies that may be used to promote student learning and the development of skills. This section provides several detailed descriptions of strategies and evaluation ideas. The strategies can be adapted to meet various learning needs.

The following list contains some strategies, activities and resources that one may use in the selection and sequencing of learning activities. They may be grouped into categories (visual, auditory, tactile kinesthetic) to accommodate learning styles.

assignments
audio tapes
audio-visual tapes (videos)

biography
bulletin board displays
brainstorming

cartoons
case study
charts
checklists
choral speaking
collages
computers and programs
concept development
cooking food of culture
cooperative learning studied
creative writing

dances of places studied
decision making
debates
dioramas
discussions
displays
drama
drawings

editorials
essays

field studies
films
filmstrips

games
globes
graphs
group work
guest speakers

independent study
interviews

learning centres
lectures
letters
library research

magazines
maps
models
murals
music

newspapers
note taking making

oral presentations, reports
outlining

painting
panels round tables
paraphrasing

photograph study
picture study
plays
poetry
position papers
posters
problem solving

questioning

radio
reading (content, bias)
records
role playing
reports (oral, written)
resource people

scrapbooks
seminars
simulations
slides tape
speeches
storytelling
surveys

tables
tape recordings
television
timelines

videotapes

webbing
writing

The instruction evaluation strategies have been organized into the following categories: planning; research; reading, listening, viewing; group interaction and presentation. Some strategies fit into more than one category, depending on the purpose behind the strategy.

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Planning Strategies

A. Brainstorming

When brainstorming, students list, briefly and rapidly, as many thoughts as possible on a given topic, problem or issue.

Explain the purpose, rules and outcome of brainstorming.

Purpose: to collect and create ideas on a topic, problem or issue

Rules:
- all answers count
- all ideas are recorded, without comment criticism (quantity not quality)
- keep stretching
- expand on each other's answers ("hitchhike" on ideas)
- set a time limit and stick to it

Outcome: a list of many items offering a broad overview. Items may be grouped under different categories. May wish to prioritize or rank items in order of importance, depending on the activity.

B. Brainwriting

Brainwriting is an idea-generation technique analogous to brainstorming. All members of the group work in parallel (instead of in sequence) writing down as many ideas as they can think of on a given topic, problem or issue. Brainwriting may be more helpful than brainstorming in that the participants read what others have written and have time to reflect on ideas without interference.

The purpose, rules and outcome are similar to brainstorming.

Procedure:
- no conversation
- write down all ideas
- exchange sheet of ideas with another placed in centre of group
- read ideas of other participants and add any new ideas
- continue this process (each person is thereby continually either reading ideas of other participants or contributing to the pool of ideas)
- process continues until time runs out, or the group exhausts its ideas.

C. Cooperative Planning—Teacher and Librarian

Students' library research also requires cooperative planning between the classroom teacher and the school librarian. Some techniques to consider are:

- plan together
- establish specific objectives
- library skills may be integrated in the plan
- use group work to develop skills
- (re)introduce students to:
  - using school lending procedures
  - using the card catalogue
  - referring to chapter headings
  - referring to index for specific information.

D. Question Formation

Using a group skills strategy:

- individuals generate three questions each (allow three minutes)
- join with another—combine lists, maximum four questions (allow four minutes)
- join with another pair—combine lists, maximum five questions (allow five minutes)
- join with another four—combine lists, maximum six questions (allow six minutes)

Recorder reads list to class, teacher records questions on board, narrows down to six to eight questions.

E. Study Tips for Students

The following techniques may assist students in their planning to achieve the knowledge, skill and attitude objectives of the social studies course.

1. *Do not dwell on failure:* Studying on one's own is a big step for many people. If you have even once in your past life experienced failure in any subject, you may have found it difficult to attempt that subject again. Failure in the past in a subject, or even in an assignment, does not make success impossible. It just means you have to work harder to achieve it. Learn from your mistakes.

2. *Leave negative thoughts outside the study area:* A prejudice against a subject—"I hate history"—will not help you learn. Forget what you like or do not like. Just try to complete each activity and assignment to the best of your ability.

3. *Get enough rest:* If you are ill or listless, you cannot make good use of the time you have set aside for studying. Keep physically and mentally fit.

4. *Set an objective for every study period:* Aim to accomplish that goal within a certain amount of time. Then record your success on your daily or monthly study plan.
   Example: Tuesday 3 to 4 p.m. Read pages 10 to 30
   Tuesday 4 p.m. Done!

5. *Learn to concentrate:* People who have not studied for a while might have trouble concentrating. If you are one of these people, begin by studying in a room free of distractions. Limit yourself to studying one subject for one hour. For this hour, put everything else out of your mind. Sit down and start. Take a 10- or 15-minute break after this hour. During the break, concentrate on other things that need doing or are interfering with your concentration. Before this break, plan what you will do in the next hour.

6. *Study by wholes rather than parts:* Get the whole picture of what you are studying—the entire objective—rather than concentrating on isolated parts. Do not just memorize. Understand the total concept.

7. *Review:* After 45 minutes, see how you are doing. Test yourself to see what you have learned or how far into the assignment you have gone.

8. *Switch:* Switch subjects or activities before you become stale. If you are working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.

9. *Do difficult tasks first:* Concentrate on the most complex concepts first—while you are still fresh.

10. *Make use of the library:* Learn where reference material is located. Learn how to use reference material efficiently. Besides being a place of inspiration, a library is the best resource you can have.

Research Strategies

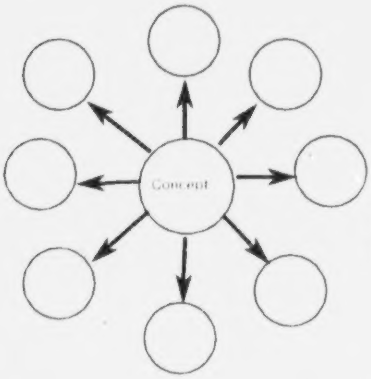
A. Concept Development

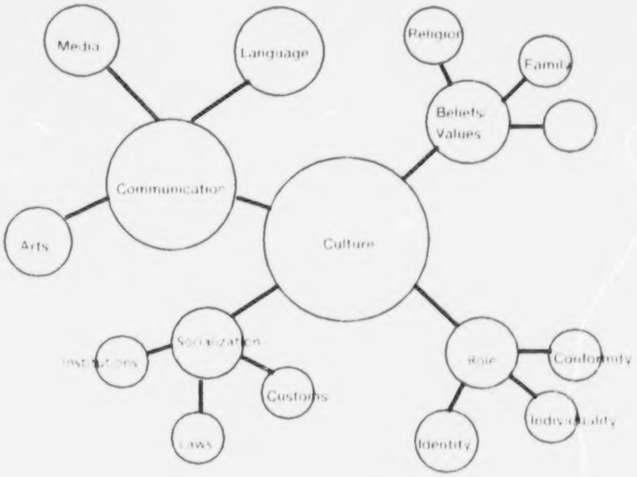
Concept development is essential for every topic, to help students understand concepts and their interrelationships. To develop concepts it is necessary to identify:

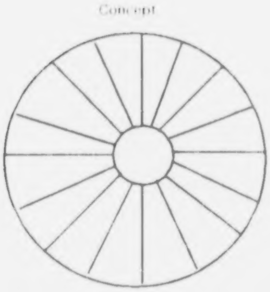
- the name
- characteristics
- examples non-examples
- working definition.

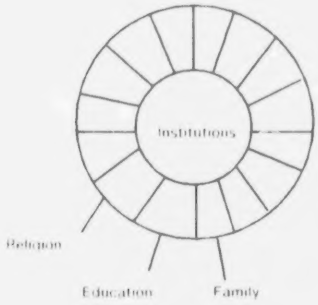
This can be done effectively by using **concept wheels**, **mapping**, **webbing**, etc. The teacher and class fill in the component parts by using teacher-directed discussion. New sections are added as learning occurs. Some spaces can be used for illustrations to evaluate understanding. The students are encouraged to complete a concept wheel or map for their notebook, in addition to the large bulletin board sample.

As well as an excellent teaching strategy, concept mapping and webbing are methods of **note taking**. They can be used as a brainstorming or categorizing activity.




Media
Language
Religion
Family
Beliefs/Values
Communication
Arts
Culture
Socialization
Institutions
Customs
Laws
Role
Conformity
Individuality
Identity

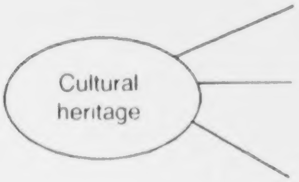



Institutions
Religion
Education
Family

Concepts should always be displayed creatively so that they are an available reference for the visual learner.

Concept Development (contd.)

Use radial note making to define and exemplify the concepts:



Definition: ____________________

Examples: ____________________
____

Components: ____________________
____
____

Concept Growth Chart

CONCEPT: (e.g., Place) ____________________

DEFINITION ____________________
____

Subconcepts	Definition	General Example	Specific Example
Landforms		Mountains	Mount Edith Cavell
Bodies of Water			
Climate			
Vegetation			
Natural Resources			
Settlement Patterns			
(etc.)			

B. Mind-Mapping/Webbing

Mind-mapping is:

- a strategy that enables the learner to record abstract ideas in a visual form. This process helps the learner see connections and existing relationships.
- used for planning, outlining, reviewing: to stretch thinking, organize and show relationships. Above all, it is a quick way to get recall of known information and develop a picture of the whole. Anything that can be broken down into relative components can make use of this process.

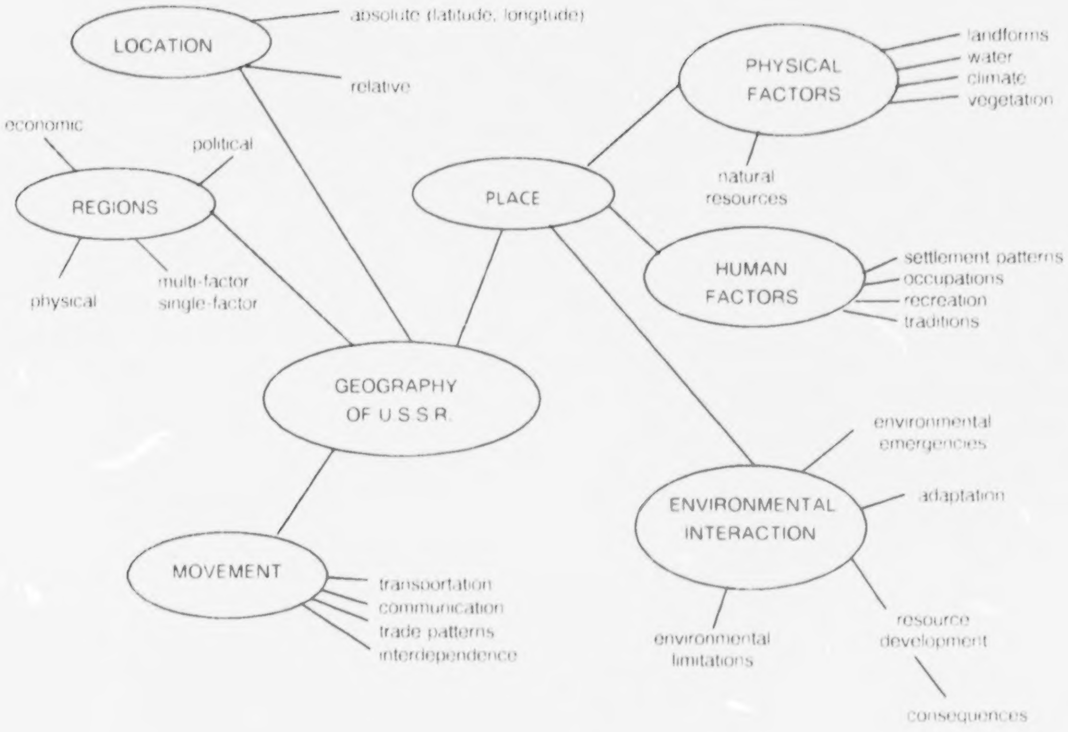
Component Parts:

- Defined centre
  - relates to central idea, concept or topic
- Emphasis
  - highlight significant information by use of bubbles, arrows or wavy lines
- Colours
  - are used to imprint on the mind, and add meaning through recall and retention
- Key words
  - act as triggers that release related ideas
  - record in personal style, using variety in letter size and shape
- Chains
  - connect and create thoughts
  - can be links, words, symbols, branches, mnemonic devices
- Visualization
  - increase with illustration, variety in shape, form, amount of detail included: enhances transfer of learning for the "map designer"

Note: See Topic 10B-1, Activity #2.

Mind-Mapping

Example:


LOCATION
absolute (latitude, longitude)
relative
REGIONS
economic
political
physical
multi-factor
single-factor
PLACE
PHYSICAL FACTORS
landforms
water
climate
vegetation
natural resources
HUMAN FACTORS
settlement patterns
occupations
recreation
traditions
GEOGRAPHY OF U.S.S.R.
MOVEMENT
transportation
communication
trade patterns
interdependence
ENVIRONMENTAL INTERACTION
environmental emergencies
adaptation
environmental limitations
resource development
consequences

C. Field Study – Teacher Guidelines

A field study can be part of introductory or developmental activities. It is important that it have a purpose and provide a learning experience. Field studies require careful planning.

Note: Follow school jurisdiction policies and procedures.

Three stages of a field study are:

1. Preparation
   - approval of the administration
   - objectives are developed (knowledge, skills, attitudes)
   - adequate background knowledge is developed with students (related materials – films, books, etc.)
   - decide where you are going

2. Arranging Field Study
   - arrange field study and get confirmation
   - arrange transportation and get confirmation
   - plan field study activities and schedule
   - arrange for parent teacher supervisors
   - send out student permission slips (return signed by parents guardians)
   - develop list of student addresses and phone numbers
   - meet with parent teacher volunteers and provide them with information and responsibilities
   - discuss appropriate student expectations with class (safety precautions, appropriate dress, etc.)
   - identify assignment(s) and recording procedures (well defined)

3. Follow-up
   - review the purpose and objectives and discuss with class what was achieved
   - write a letter of appreciation to the service facility visited
   - write a thank you letter to parent teacher volunteers
   - evaluate the field study by having the students demonstrate what they learned in oral or written form.

D. Geographic Guidelines

The development of an understanding of geography requires students to describe (location, place), analyse (movement, environmental interaction) and synthesize (regions) geographic information.

1. Location
   a) absolute (latitude and longitude)
   b) relative (compared with other locations)
      - factual
      - relationships between locations

2. Place
   a) physical resources
      - land and drainage
      - climate (temperature, precipitation, rainfall, winds, sunshine)
      - natural resources; soils and vegetation; wildlife if pertinent

b)
- human resources
- settlement, history (who, when)
- distribution of population (where), cities

3. Movement
   a) movement systems: transportation (roads, rail, water, air) and communication (TV, radio, telephone, ideas)
   b) movement of goods: interdependence (resource distribution, wealth, needs; trade)
   c) movement of people: immigration and emigration

4. Environmental Interaction
   (Between people and the environment: cultural and physical)
   a) How the environment has influenced the people
      - effect of rivers, landforms, climate, resources, etc.
   b) How the people have changed the environment: through industrialization
      - primary industries (development of the natural resources: farming, fishing, forestry, minerals)
      - secondary industries (turning the natural resources into products: manufacturing using local imported resources)
      - tertiary industries (services provided by and for people)
      - quaternary industries (information processing: computer-related enterprises)

5. Regions
   a) Factors deciding
      - physical (physiographic, climatic, vegetation, soils, . . .)
      - political (countries, borders)
      - economic (resources, manufacturing, transportation)
   b) Location, place, movement, environmental interaction

E. Geographic Overview

Substitute other areas for examples identified in parentheses.

1. LOCATION: Start with a globe, then a world map, then (Japan's) location relative to other countries and seas, then exactly in terms of latitude and longitude. For evaluation, complete a world map showing oceans, continents, major sea areas. Colour and name the boundaries of Canada and (Japan) and neighbouring countries.

Note: Each map developed should have these major features: a title that identifies what is on the map; a legend of symbols, abbreviations and colours; lettering—horizontal for names of places and countries, and following the course of rivers and mountain ranges.

Consider:
- absolute and relative locations

2. PLACE: Use an atlas map to identify the major physical features (mountains, plains). Examine the climate (average temperatures, precipitation and prevailing winds), first in global terms (compare with known examples), then in specific terms, by using information. Ensure students recognize the wide variations in climate from north to south. For evaluation, complete a map to show climatic regions of that part of (Asia), and a climagraph of (Tokyo) (or representative location). Using an atlas, briefly review major aspects of vegetation, soil and water resources. Then complete map OR develop a 3D model to show physical geography. Use an atlas to discover main points of human geography: Where the people live (and where they don't live); why they live in these places (link to physical geography; e.g., natural harbours, rivers, mountain areas).

   Consider:
   - physical factors (landforms, bodies of water, climate, vegetation, natural resources)
   - human factors (settlement patterns, occupations, recreation)

3. ENVIRONMENTAL INTERACTION: Use atlas and text information to review briefly where the people live and how they interact with the environment in the development of natural resources, food, housing, clothing and occupation. For evaluation, develop a map to show major cities, natural resources.

   Consider:
   - adaptation, resource development (consequences)

4. MOVEMENT: Add transportation to the map developed in 3. Estimate travel times 100 years ago and today. Discuss how ideas travel (TV, books, tourists). Why was movement difficult until 100 years ago (geographic restrictions)?

   Consider:
   - transportation, communication, trade patterns, interdependence

5. REGIONS: Using maps, identify some of the regions of (Japan).

   Consider:
   - physical, political, economic regions

F. Generalization Development

Generalizations are summarizing and concluding statements that synthesize information. Each generalization shows a relationship between two or more concepts. Usually, the generalization uses qualifying words so that it is always true (universal). They act as ways of organizing information so that it can be remembered.
Example:
- Change is a continuous process occurring unevenly within cultures.
- Many past and current changes have been the result of borrowing and adapting ideas from others.
- Some aspects of culture are more enduring than others.

Inductive or deductive methods can be used to develop understanding of generalizations.

Inductive: Collect data; analyse by identifying common elements; make a general statement generalization; check against further data.

Avoid: Making a broad generalization immediately after a reading film viewing, etc.; the data will need to be selected and identified first to provide an appropriate information base.

Deductive: Present generalization; identify concepts; provide supporting evidence; students find additional information to verify generalization OR predict in the light of generalizations; justify through explaining logical relationships; verify in terms of additional information.

Example:
The facts, concepts, generalizations pyramid (inductive approach) should be explained to students. The gradual accumulation of facts develops and broadens the understanding of concepts. Generalizations are statements that bring together a broad mass of material. They express a relationship between two or more concepts, are nearly always true and often contain qualifiers.

Facts:	Statistics on Russian winters Data on U.S.S.R. resources Manageability of Soviet rivers Production increases and problems Chernobyl disaster
Concepts:	Geography (location, landforms, rivers, resources)
Generalization:	The physical environment provides opportunity and at the same time imposes limitations.

G. Learning Centres/Stations

While the original creation of learning stations demands a high degree of teacher time, these have a number of advantages. Learning stations:

- provide opportunities for individual learning styles and preferences
- help students develop the attitudes and skills of independent learning
- increase student motivation by providing more freedom of choice
- give the teacher more opportunities to teach individuals (through individual conferences or checks of student work) and small groups (through tutorials, for example)
- allow for more self-evaluation and self-checks by students
- develop "renewing" resources in stations by including students' work from optional tasks.

One strategy to reduce the amount of time in developing a number of stations is to do this cooperatively with other teachers or the teacher-librarian.

1. Provide a clear focus for the study; e.g., a distinct topic or an issue.

2. Set out a few valid knowledge and skill objectives.

3. Set up a structure based on questions and activities.

4. Provide sufficient materials for the students to achieve success in answering the questions (e.g., texts, maps, pamphlets, magazines, travel brochures, graphs, charts, tables).

5. Set a deadline for the study of each area.

6. Provide opportunities for the researched information to be presented to the class.

7. Sum up this part of the unit by summarizing essentials.

EVALUATE: in terms of student responsibility to answer knowledge-based questions, and the quality of presentations.

Note: See *Social Studies 13 23 33 TRM*, Topic 23B-2, Activity #4.

H. Library Research

Students need to be taught how to gather information, not just assigned a task. Students should be given practice developing research questions by doing it as a class and proceeding to students thinking up their own. Two important steps in researching are:

- compile questions before research
- answer questions in own words (not copied) or make notes in point form (unless footnote)

By teaching students how to do written assignments—both the research and the writing—plagiarism may be eliminated.

1. Planning
   - choosing a subject
   - develop questions for research (who, why, what, where, when, how)

2. Identifying sources of information

3. Locating and gathering information
   - print, non-print

4. Reading—interpreting
   - main related ideas
   - relationships
   - cartoons, pictures, charts, tables, graphs
   - maps

5. Listening and viewing—interpreting
   - point of view
   - purpose message

6. Organizing information
   - classify, categorize, sequence
   - note taking note making (answers to research questions written in "student's" own words—not copied! or in point form
   - webbing mind-mapping charting

7. Analysing, evaluating and summarizing information
   - develop conclusions, generalizations
   - make decisions

I. Retrieval Chart

The purpose of a retrieval chart is to provide a quick, organized way to gather data. It is meant to be brief and concise so that only essential data is recorded. It allows students to compare (identify similarities and differences) and extract data more easily in order to arrive at conclusion(s) and form generalizations.

Retrieval charts can be developed individually, by small groups or by the whole class. They can be used by students as a method of note making or note taking.

Sample Retrieval Chart

	THEN	INFLUENCE	NOW
OCCUPATIONS			
FAMILY STRUCTURE			
GOVERNMENT			
CLOTHING			
TECHNOLOGY			
BELIEF SYSTEM			
EDUCATION			
FOOD			

Which aspects of culture appear to have been retained?
What are the main influences that have caused change?
What are the main areas of change?

General Conclusions Concerning Change:

1.

2.

3.

J. Surveys

Surveys or polls are a means of gathering information about the opinions or preference of an identified group.

Steps in designing a survey:

1. Define the purpose.
    - Why is information needed?
    - What information is needed?
    - From which group(s) do you wish to get the information?
2. Form an hypothesis to help generate ideas for questions to ask. (Optional)
3. Determine how the survey will be carried out.
4. Develop questions to ask.
    - structured (exact answers or "yes no." "agree disagree")
    - open (allows for individuals to state feelings)
    - number of questions to ask
5. Design survey. It should include a statement on why the survey is being conducted and that individual responses will be kept confidential. It may also say how individuals can obtain final results.
6. Determine the "sample" (the actual group that will answer the questions) to be surveyed.
    - Ensure fairness by not favouring or offending any particular group.
    - Decide on the number of completed surveys needed to ensure accurate representation.
    - Consider the following as needed: number, age, geographical area, occupation, sex, cultural origin.
7. Determine the time needed to complete the survey.
8. Determine who will conduct the survey in an unbiased manner.
9. Conduct the survey.
10. Tabulate the results by combining the answers and total similar responses.
11. Report the results in a meaningful manner.
12. Examine the survey results to draw accurate conclusions. Consider factors that may have had an effect on the results. Compare the results to hypothesis if one was made.

Reading, Listening, Viewing Strategies

A. Atlases

Note: When using atlases, begin with the contents page; if using the map for the first time, work the students through the sequence: title, legend, scale, detail. Use a few comprehension questions to ensure focus (e.g., What is the main theme(s) of the map?); some analytical questions to develop insight and comprehension (e.g., Why are cities located where they are?); and a synthesizing question or two to develop conclusions and generalizations (e.g., What general statement can you make about the map?).

Some main features to focus student learning on basic geography are:

Landforms:	the world's major mountain chains, resulting from continental drift.
Drainage:	the major river basins of the world, particularly the huge rivers of the tropics resulting from the heavy rainfall.
Climate:	identify the factors influencing climate: latitude, pressure and wind belts, altitude, ocean currents, mountain ranges and continentality (distance from ocean). Use a few examples of temperature and precipitation figures to illustrate the effect of each factor.
Vegetation:	notice the close correspondence with climatic zones, the large areas with little or no vegetation.

Use one world map outline to copy the landforms, drainage and climate information in general form.

B. Wall Maps

Use tactics similar to reading an atlas. Work students through the sequence: title, legend, scale, detail. Use questions similar to the following, to develop interpreting skills.

- Develop comprehension questions to ensure focus.
  (e.g., What is the main theme of the map?)
- Develop analytical questions to develop insight and comprehension.
  (e.g., Why are the cities located where they are?)
- Develop synthesizing questions to develop conclusions and generalizations.
  (e.g., What general statement can you make about the map?)

C. Political Cartoon Interpretation

Cartoons: are expressions of individual opinion; may be deliberately not fair or balanced; make an immediate impact on the viewer.

To interpret cartoons, focus on details and interrelationships. Specific skills for interpreting political cartoons can be developed through appropriate questions such as:

- Who is the caricature in the cartoon? What is he she doing?
- What is its caption title? What event or issue does it highlight?
- What is its purpose? To ridicule? To explain something? To reveal an injustice? To present a point of view?
- What symbol(s) is used? What is the meaning of it?
- What ideas are distorted or exaggerated? What is your reaction to the distortion?
- What are other points of view? How can they be used to counter the cartoonist's view?

Some examples of techniques used by cartoonists are:

- Caricature (certain features are distorted or exaggerated to make a point or to ridicule).
- Stereotypes (e.g., military leaders often shown with chest of medals; rich and fat; radicals with crazed look, etc.).
- Symbols (dove for peace; bear for U.S.S.R.; beaver for Canada, eagle or Uncle Sam for U.S.A., etc.).
- Size contrast to make a point (large being important, powerful or noisy; small being ineffectual, timid or quiet).
- Tones used (dark for sombre or evil; light lines can make a cartoon seem whimsical).
- Clues (captions, labels, words appearing within the cartoon; e.g., a person holding a sign or wearing a lapel button with name on it).
- Background information (often found in the headline or editorial of the day the cartoon appears—sometimes requires historical references).
- Humour (often used to make a serious event memorable).
- Perspective (whose point of view is being illustrated? bias?).

Feedback Form for Cartoon Analysis Name ______________________	Exc 5	Good 4	Avg 3	Fair 2	Poor 1		
EXPLANATION							
Clear overview of the cartoon's main idea						= 5	
Support:						= 5	
– background on issue problem							15
– reference to specific details in cartoon						= 5	

D. Propaganda Techniques

Individuals are influenced by other individuals and groups (group pressure). The mass media—television, radio, newspapers, magazines and books—also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Propaganda techniques often depend on errors (fallacies) in thinking to be effective. Students need to practise critical thinking skills, especially those required for detecting errors in thinking.

Some common propaganda techniques are as follows:

1.	Bandwagon:	Everyone has one! Everyone is doing it! etc.
2.	Card Stacking:	Presents the good or unique factors or presents the worst possible case.
3.	Glittering Generalities:	Describes something in very favourable terms.
4.	Name Calling:	Uses negative words to describe or label someone or something.
5.	Plain Folks:	Emphasizes the attachment to the average common citizen or majority.
6.	Testimonial:	Uses well-known or respected person to say that the idea or product is good.
7.	Transfer:	Carries the authority or prestige of something respected over to something else to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1.	ad hominem:	attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2.	appeals to emotion:	uses information to arouse feelings.
3.	appeals to the past:	uses tradition.
4.	cliche:	uses timeworn expressions or ideas.
5.	either/or:	limits choice to two or a few when there are many.
6.	ethnocentricity:	uses own culture to judge other cultures.
7.	euphemism:	uses mild or indirect expression instead of one that is harsh or unpleasantly direct.

8. improper comparisons: compares unlike things.

9. irrelevant proof: uses evidence that has nothing to do with the subject.

10. jargon: uses unintelligible or meaningless words to impress rather than to communicate.

11. leading questions and statements: uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).

12. omission: withholds facts to make faulty conclusion.

13. out of context: lifts statement out of entirety in order to suggest a different meaning.

14. overgeneralization: presents generalization from single example or lack of evidence.

15. oversimplification: distorts or deceives by giving too simple a reason or explanation.

16. poor faulty analogy: uses analogy improperly to suggest similarities between objects, people or events that are unsound.

17. poor underlying assumptions: bases argument on weakly stated or unstated assumptions.

18. post hoc fallacy: if one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this, therefore because of this).

19. single cause fallacy faulty causation: singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning). Concludes that if one event occurs after another, it was caused by the other event.

20. statistical fallacies: uses statistics to confuse people with misinformation.

inaccurate samples: size of sample, representativeness, the questions and the questioner.
short-term statistics: used to make long-term claims.
rates and total numbers: not distinguishing between the two.
averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
gross statistics: confuses by equating total amounts with individual characteristics.
graphs: create illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
percents: uses percents to prop up a weak argument.

21. stereotype: uses oversimplified mental picture of a person, place, idea or event.

22. straw man: claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.

E. Reading

It is very important that students read accurately and answer exactly what is asked in every activity and assignment. One method of reading and studying is the SQ3R method.

SQ3R—Reading and studying a passage involves five stages:

SURVEY - QUESTION - READ - RECALL - REVIEW

Try doing the following:

Survey: This step involves skimming the printed matter without worrying about understanding everything or getting bogged down in detail. Note the titles, read the introduction and the contents. Read the headings of sections. See if there is an appendix, index or bibliography.

Question: Before beginning an assignment or activity, ask yourself questions. Look at the headings. Ask yourself "What am I to do? Where do I find the answers? How does this fit with what I will do later? What topics does this material cover?"

Read: Read material once or twice quickly for its general ideas. Read it again for details. Look at charts and illustrations. Look at the whole, then the parts. Try to understand the main point of view.

Recall: Try to recall the main points of what you have read. You might say these aloud. You might jot them down in note form.

Review: Look back over what you have read to see how well you recall. Insert what you forgot. Review again.

F. Reading Tables, Graphs and Diagrams

There are many skills required to read tables, graphs and diagrams. Students need instruction to develop these skills. To be useful graphs must be understood. They need to be carefully looked over, read and interpreted on a regular basis. This means students need to see tables, graphs and diagrams more often and in greater variety then afforded by the limited numbers found in most textbooks.

Reading Tables: To gain information from a table, one must know the purpose of the table, be able to locate information by following lines until they intersect and draw conclusions from the information presented. To develop skills for reading tables, ask questions similar to the following:

1. What is the title?
2. What units of measurement are being used?
3. What are the column headings?
4. What are the side headings?
5. Where do the lines intersect? What does this tell us?
6. How can you use this information?

Reading Graphs (bar, circle, line, picture): To gain information from a graph, one must know the purpose of the graph, determine the units of measure, summarize and infer meanings. To develop skills for reading graphs, ask questions similar to the following:

1. What type of graph is being used?
2. What information is presented? What is the main idea?
3. What is the unit of measure?
4. What symbols are used? What does each one mean?
5. What is the importance of the information presented?

Some common graphing flaws that can result in distortion of facts are: oversimplified graphs, symbols that differ in size or shape, graphs presented on distorted grids, scales that do not begin with zero and graphs that show irregular increments.

Reading Diagrams: To gain information about a diagram, one must be able to identify the parts and see the relationships among them. To develop skills for reading diagrams, ask questions similar to the following:

1. What is pictured in the diagram?
2. What is the location of the different parts?
3. What are the relationships of the separate parts?
4. Why has the diagram been included?

G. Viewing

Three viewing objectives to help students learn are:

1. Observe
2. Analyse and process what is observed; and
3. Evaluate what is processed.

These goals should be retained for each of the media being examined in:

- body language and facial expressions
- pictures, photos, advertisements, magazines, billboards, posters
- sculpture, architecture, set design, costuming
- commercial television and educational videotapes
- commercial and educational film.

All these media involve non-verbal communication, and all are a major source of information, experience and language development.

Group Interaction Strategies

A. Games

Games can be used for the purpose of gaining information, developing skills or developing attitudes. In games, there are rules to be followed and there are winners and losers. Although games and simulations are often used interchangeably or combined (simulation games) not all games are simulations (representation of reality—the actual situation). For example, the game of snakes and ladders is not a simulation.

B. Group Project

Plan
1. Elect a group leader, and outline his or her other responsibilities.
2. Decide what is to be studied.
3. Decide the format and responsibilities for presentation.
4. Identify and list suitable resources, including AV information.

Collect Data
1. Obtain resources, information, through card catalog search, etc.
2. Read view for essential information.
3. Provide answers to questions.
4. Share answers with group.
5. Conclude with a general statement generalization focusing on the inquiry question, problem or issue.

Presentation
1. Draw maps, timelines, charts, etc.
2. Show written information.
3. Make the presentation.
4. Evaluation (see following examples).

Group Project: Peer Evaluation

For each of the following criteria, place the most appropriate number or letter to evaluate your peers' actions in group project.

Group may be evaluated as a whole or as individuals.

Excellent	Good	Satisfactory	Fair	Poor
5	4	3	2	1

or

A: Always S: Sometimes N: Never

1._____ Your peers participated in the initial discussion used to get project going.

2._____ Your peers contributed with creative ideas that enhanced project.

3._____ Your peers came up with few ideas, but these were always original and unique.

4._____ Your peers were quick to suggest solutions to problems with project as they occurred.

5._____ Your peers were helpful in inventing methods, gadgets, pictorial elements, etc., of project.

6._____ Your peers showed strong leadership skills during development and construction of project.

7._____ Your peers were friendly, enthusiastic and positive during group work.

8._____ Your peers were encouraging and complimentary of your own performance in group project.

9._____ Your peers were always available to spend time working on group project.

10._____ Overall, your peers were essential to the development and construction of your group project.

Group Project: Self-Evaluation

Please review your contributions to the group research work by completing the following questions. Use the key below where appropriate.

A: Always S: Sometimes N: Never

1. ______ I cooperated with other group members by listening and discussing.
2. ______ I was open-minded when others expressed their ideas.
3. ______ I contributed ideas and or suggestions to the group. One was ______________ ______________________________
4. ______ I helped set specific goals for our group.
5. ______ I completed my tasks to the best of my ability.
6. ______ I asked others questions about their ideas.
7. ______ I came to the group prepared and worked on task.
8. ______ Our group fulfilled our assigned tasks.
9. ______ Our group discussed various ways of completing the assigned tasks.
10. ______ I contributed positively to the group research assignment.

Because of my contributions shown above, I believe I deserve a mark of __________ out of 10 (or any other total).

Group Project: Student Teacher Evaluation

	Student				Teacher			
Criteria:	1	2	3	4	1	2	3	4
1. Choice of symbol shows an understanding of the issue.	0	1	2		0		1	2
2. Evidence of originality and creativity in the design.	0	1	2		0		1	2
3. Neatness and attractiveness of the finished product.	0	1	2		0		1	2
4. Clarity of oral presentation (clear voice, prepared. . . .)			10				10	

COMBINED TOTAL 20

C. Group Participation Skills

Two important groups of participation skills are interpersonal relations and group process and discussion. These skills are those related to the successful functioning of a group and those related to the successful completion of a task. These skills, essential for cooperative and democratic groups to function, are interrelated and difficult to separate in practice.

Interpersonal Relations

1. Demonstrates respect for the rights and opinions of others:
   - open-minded and non-judgmental (critical of ideas not people)
   - listens carefully to others and reflects on their ideas (able to recall other group members' ideas)
   - welcomes feedback (willing to modify ideas).
2. Offers encouragement and approval to others (compliments others for their contributions).
3. Gives feedback in a non-threatening manner:
   - avoids loaded words
   - avoids negative body language.
4. Expresses disagreement in an acceptable manner.
5. Resolves conflict through compromise and cooperation.

Group Process and Discussion

1. Understands the task before proceeding.
2. Prepares for the task (prior reading and research).
3. Begins work right away (task oriented).
4. Proposes procedures and rules for organizing the group. (For example: decides on work that can be done efficiently by individuals and that which calls for group effort.)
5. Contributes to various functions of group member:
   - leader (calls group to order, keeps group on task, calls on all group members, summarizes group ideas)
   - recorder (keeps notes).
6. Contributes to group processes:
   - stays on topic (ignores irrelevant conversation)
   - supports ideas with facts and reasons
   - extends the ideas of others
   - asks questions
   - paraphrases to check understanding before agreeing or disagreeing or adding a contribution
   - defends point of view
   - expresses ideas clearly
   - draws conclusions only after listening to others' contributions
   - works toward a conclusion or a decision using various methods (majority, often by voting; consensus; or unanimity).
7. Works on task until it is completed.

D. Small Group Discussion Guidelines

Active participation is at the heart of democratic citizenship. Many important decisions in public and private life are made in group settings. Participation skills are essential for cooperative, democratic groups to function. These skills are not developed automatically by putting students in small group situations. The following are suggested ways of improving the effectiveness of group work.

Purposes of Group Work

1. Increase active participation, cooperation and communication with others.
2. Engage in research.
3. Develop problem-solving and decision-making skills.
4. Encourage self-directed learning.

Group Management Procedures

1. Provide students with the purpose in advance. (Students perform better and are more highly motivated when students understand what is expected of them.)
2. Provide instructions.
    - What is the task? (knowledge, skill and attitude objectives)
    - How long will it take to complete the task? (time)
    - How will the students be evaluated? (criteria)
    - How will the results be presented? (allow for alternatives)
3. Create groups by:
    - teacher selection (ability grouping, student needs)
    - student selection (interest groups – choose topic, choose individuals with knowledge and skills; peer groups – choose friends)
    - random selection.
4. Daily routine:
    - tell students what the signal will be to get the attention of all students
    - class begins with general introduction and instructions
    - students move into small groups at predetermined locations (quickly and quietly)
    - toward end of period, teacher will call students to return to large group for summary and closure.
5. Have the needed resources ready.
6. Establish appropriate noise level (productive noise level quiet voices).

Group Effectiveness Strategies

1. Model appropriate group behaviour for students:
    - use skills required as leader, recorder, group member
    - use techniques of questioning, paraphrasing, etc.
    - encourage non-contributing members of class to participate in class discussions (using names, eye contact, etc.).
2. Prepare students for group work gradually:
    - begin with pairs; expand to a maximum of five for small groups
    - delegate group roles: leader, recorder, questioner, paraphraser, encourager, summarizer
    - frequently reassign roles.

      (As students develop participation skills, they may not need assigned roles.)
3. Select tasks that are well-defined and can be accomplished in a short period of time:
    - begin with specific concrete tasks; expand to more open-ended.
4. Develop (with class) a set of rules for group discussion similar to the following:
    - select a discussion leader and recorder (maximum one minute)
    - listen to and respect ideas of others
    - stick to the point
    - everyone makes a contribution raises questions takes turns
    - recorder provides information to class.

5. Monitor students closely: keep students on task, encourage non-contributors, allow for feedback and evaluation.
6. Provide students with opportunities to practise the skills.
7. Vary group composition throughout the school year.

E. Class Discussion Guidelines

1. Teacher selects topics that are relevant and interesting to the students—drawn from students' in-school and out-of-school experiences.

2. Topics might be presented as an issue or a problem (e.g., Should Canada allow immigration from a culture that is very different from Canada's?).

3. Students might be asked to share their feelings or opinions about a topic (e.g., How do you feel about Japanese cars outselling North American cars?). It is important that students be expected to support their opinion (e.g., I think that _____because __).
   Disagreements should follow certain formalities (e.g., I agree with Dan because... . I disagree with this point because .... but I agree with Dan's other points).

4. Avoid giving students a topic that does not pose a question (e.g., Canadians are basically Americans in their culture). Statements do not encourage discussion in Grade 7.

5. Be prepared to encourage continued discussion by asking leading questions of the class or group.

6. Decide beforehand what is the most suitable size of group for the topic to be discussed. Also, decide when group discussion is pertinent (e.g., an opening activity).

7. At the beginning of the year, the teacher may act as the chairperson for whole class discussion and groups may select a group member as chairperson.
   Later in the year, the students may be able to discuss without the formalities of a chairperson.

8. Training in the basic rules of discussion needs to be given at the beginning of the school year.
   a) The chairperson calls on someone from the class or group to speak.
   b) It is best if the speaker is visible to everyone; if he or she doesn't talk too much, doesn't nit-pick, doesn't put someone down, doesn't make distracting remarks and doesn't try to win an argument.
   c) Speaker and listeners are asked to keep an open mind (means listening to ideas that are different from yours; being willing to say what you base your ideas on; wanting to find out what others think and why; and keeping quiet when someone else is speaking)!

9. The chairperson's job is to make sure the discussion doesn't deteriorate into chaos, or worse, but that it is lively and equitable. It might help if chairpersons established definite rules at the beginning of the year:
   a) Chairperson gives everyone an opportunity to speak.
   b) She/he keeps the discussion on topic.
   c) He/she asks a long-winded speaker to be brief.
   d) Ensures that speakers address the chair, rather than speaking directly to one another.
   e) Keeps the discussion going with questions that explore the students' reactions to the topic.
   f) Disallows negative comments, either personal or general.

F. Small Group/Class Discussion: Evaluation

Build an EVALUATION checklist or rating sheet based on some of the following criteria:

1. Helps define the topic.
2. Listens while others speak.
3. Tries to clarify, not "win" arguments.
4. Interjects ideas at appropriate points.
5. Considers ideas contrary to his or her own.
6. Sticks to the topic.
7. Does not repeat ideas given by others.
8. Gets to the point without delay.
9. Speaks so all can hear.
10. Supports ideas with facts.
11. Uses concepts accurately.
12. Helps evaluate discussion.

G. Cooperative Learning

Cooperative learning is a teaching learning strategy that encourages or requires students to work together. Teachers provide a situation that is structured so that students are dependent on each other to complete a learning task. The basic elements of cooperative learning are:

1. positive interdependence of group
   - mutual respect
   - division of labour
   - dividing materials, information or resources
   - assigning different roles
   - shared rewards
2. face-to-face interaction among group
3. individual accountability for mastering assigned material
4. interpersonal and small group skills

Cooperative Learning Strategy: Jigsaw

The jigsaw strategy is suited to a classroom situation where the teacher wishes to cover a large amount of material and at the same time wishes to focus on the personal and social aspects of learning. This cooperative learning strategy is often referred to as the "team concept" of group learning. The teacher rather than a giver of information becomes a facilitator and a monitor of the group process. Cooperation is made important because success requires the combined efforts of each person in the group. Individuals are responsible not only for their own learning but that of their peers as well.

1. Students are assigned to "home groups" of four to six members (heterogeneous, teacher-selected).
2. Each member of the "home group" is made responsible for one part of an assignment or task (one out of six questions, one aspect of a case study, etc.). A variation of this approach would be to read or become familiar with the entire assignment but only be responsible for one segment.

3. Groups are reorganized into "expert groups" or research groups made up of members having the same part of an assignment or task.
   - Students must master the topic assigned to them through discussion and note making.
   - Students discuss how they will present the information to their "home group."
4. Students return to their "home groups" to share (teach) their individual expertise with the rest of the group.
   - Students must use questioning (paraphrasing, clarifying, etc.) and listening skills.
   - Students continue sharing until all parts are learned by everyone.
5. To make learning truly cooperative, students are evaluated through completion of an assignment or by a test. Marks should be based on average of an individual's grade and the average of grades obtained by the rest of the "home group."
6. Students return to "home group" to review and reflect on how much they have learned and how well they worked together.

Cooperative Learning Strategy: Paraphrasing

Working in pairs allows students to develop some of the participation skills necessary for group work. Paraphrasing is an important skill in promoting group effectiveness. Some techniques of paraphrasing are:

1. restate sender's expressed ideas and feelings in your own words (not mimicking or parroting)
2. preface your statements by words such as
   - you think . . .
   - your position . . .
3. avoid any indication of approval disapproval
4. be accurate
5. do not add or subtract
6. put yourself in sender's shoes.

H. Interviews

Here are some things to keep in mind when you prepare for an interview:

- Identify the purpose.
- When contacting the person to be interviewed, state clearly who you are, what your purpose is, how long the interview will take and what the format will be. The place and time should be convenient to the person being interviewed.
- Be a good listener. Your job is to find out what that person knows and not to tell that person what you know.
- Ask brief questions one at a time.
- Avoid questions that can be answered with a simple "yes" or "no."
- Don't write out all your questions in advance. Write down short phrases or words that will jog your mind and keep the interview moving. Formulate your exact questions on the spot.
- Listen to the answers. Don't worry about the next question. The answers will flow into the next question as part of the normal development of a conversation.
- Give the interviewee time to think. Don't cut the subject off or rush off into a new issue before the old issue has been fully discussed.
- Avoid leading questions like "Don't you think the government is wasting tax money by . . . ?"
- Take notes (or use a tape recorder if the person agrees). But be as inconspicuous as possible.

- Evaluate the interview (advantages and disadvantages of process and how it can be improved).
- Review your notes as soon as possible after the interview and synthesize information (chart mind map paragraph).
- Send a thank you letter.

I. Panel Discussion

A panel discussion calls for thorough background preparation on the part of all panel members, but does not call for speech-making, argumentation or debating procedures. The purpose of a panel discussion is to explore a well-defined problem or issue to the end that the listeners, including the panel members, are better informed and stimulated in their own thinking. (A round-table discussion is more informal than a panel discussion, involves fewer than five people and is less structured.)

RULES:

The Panel

1. Five to seven members.
2. Moderator or chairperson selected from members.
3. Members do not make reports.

The Subject

1. Problem or issue agreed on ahead of time.
2. Members should develop outline in advance but not in hand for discussion. (Topic should not be rehearsed or discussed ahead of time to allow for spontaneity.)
3. General format and responsibilities of each panelist and the time are discussed in advance (with teacher).

The Procedure

1. Panel sits in a semicircle facing the audience.
2. The moderator introduces the panel members and the topic and explains why a problem issue exists.
3. Panel members present their part of the discussion.
4. The moderator calls for questions from the audience and has panel members, as well as audience members, answer the questions.
5. The moderator closes by making a summary and thanking the panel members.

J. Role Playing

Role playing is the playing out of a situation in which the players assume certain roles (play acting), are then confronted with a problem or issue and required to make a decision. Role playing is issue oriented and the alternatives available to the individual players are usually defined. However, the consequences of choosing different alternatives may not be predictable.

While role play occurs in games, simulations and simulation games, the key feature of role play as an activity is the behaviour of the individuals involved in a situation.

K. Simulations/Simulation Games

Simulations are a representation of reality—the actual situation. Although simulations and games are often used interchangeably or combined (simulation games), not all simulations are games. In games there are rules to be followed, and there are winners and losers. Pilot training and driver training make use of simulators. Simulations remove irrelevant and dangerous elements.

Presentation Strategies: DISPLAYING DEMONSTRATING

A. Graph Making

Graphs are one method of communicating statistical data. Their purpose is to present data in a way that is easy to grasp and make a particular point clearly.

Four basic forms of graphs are bar, circle (area), line and picture graphs. Their descriptions are as follows:

bar graph:	uses horizontal or vertical bars in relationship to a numerical scale to show quantities; can be used to graph just about any data.
line graph:	shows quantities through the use of points and connecting lines plotted on a grid; can be used to illustrate continuous data (e.g., temperature variation). Line graphs can show trends effectively and large numbers precisely.
circle (area) graph:	shows parts of a whole; can be used to illustrate budgets or spending.
picture graph:	uses pictorial symbols to show numerical units; can be used to show discrete or continuous data. Some drawbacks of picture graphs are: that all the symbols must be counted to determine the numbers represented; that precision may be lost when large numbers have to be rounded to convert them to symbols.

Students will need the following materials to create graphs: graph paper, protractors, compasses and rulers.

The steps necessary for effective graph making are:

1. Make a chart of the data you wish to graph.
    - Is the range of quantities manageable?
    - Is the number of items practical?
2. Decide the form of graph to use.
3. Make a rough draft of the graph form to see if it is the appropriate one.
4. Construct the graph form and plot the data (symbols, colour bars, place and connect points, calculate segments).
5. Label the graph completely (title, axes labels, source of data and date).

Graph: Evaluation

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Title, legend, X and Y axis						
Accuracy, completeness						X2
Neatness						
Conclusions (optional) – relevant, well-written sentences						(X1)

COMMENTS: Total: 20 (25)

B. Maps

Students need to be taught map and globe concepts and skills such as orientation and direction, scale and distance, location, symbols, comparisons and inferences and mapping. Map and globe instruction and mapping activities should be related to the social studies unit of study. Maps should include the following: title, key, direction, scale, symbols, colour and grid system.

Map: Evaluation

1. It shows all required details in the right locations ______________ (max. 6)
2. It has a title explaining the map purpose ______________ (max. 2)
3. It has a legend explaining any symbols or abbreviations ______________ (max. 4)
4. It uses colour appropriately and effectively ______________ (max. 4)
5. Printing is clear and appropriate ______________ (max. 4)

Total 20

C. Models

Models are abstractions of reality. What is real is abstracted into a world of mental pictures, symbols or words. Models play an important part in our lives—diagrams, maps, tables, graphs, work descriptions, sets of equations.

A variety of models can be used in teaching social studies. Three models are often used to teach social studies. The first model is one that describes an ideal. This kind of model represents as the perfect form of a system or condition. It is particularly useful in describing political and economic systems in theory. A second kind of model is one of explanation. It shows connections or explains complicated ideas through simplified representations of basic relationships. A third kind of model is one of prediction. Data are collected, processed and developed into a model based on these observations of the real world.

In social studies, students are asked to understand models but they seldom have experience in building or working with models. Teachers should provide opportunities for students to build their own models. Asking students to draw pictures of what they think the Canadian political system looks like could be a useful diagnostic activity, for example.

Note: See Organizational Models for Social Studies 30.

D. Timelines

Construction of timelines is an important strategy in helping students understand the sequence of events and their relationship to units of time.

Timeline: Evaluation

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Creativity						
Organization, Neatness						
Accuracy, Completeness						X2

Comments: Total: 20

Presentation Strategies: SPEAKING

A. Oral Presentations/Speeches

Oral presentations and speeches follow a similar process to writing. As in the prewriting stage, research and organizing information are necessary steps preceding a speaking task.

The steps necessary for effective speaking are:

1. Preparing an oral presentation speech
   - select a topic
   - carry out research
   - make an outline (organize information)
   - make notes
     - important points to cover (these should be as reminders only, not to be read)
   - practise
     - know topic and sequence
     - plan effective and interesting opening
     - practise often and in front of those who can offer constructive criticism

2. Speak clearly, distinctly and with clarity
   - time the length of report
   - enunciate clearly and crisply
   - pronunciation is important
   - audibility, volume and pitch are important qualities
   - variety (vary voice, avoid monotonous pattern)
   - speed (slowly rather than quickly, pause occasionally)
   - correct sentence structure

3. Delivery
   - look at audience (establish eye contact)
   - start slowly
   - aim voice at someone at back of the room
   - good posture, relaxed stance
   - avoid mannerisms that may distract (pacing, hand movements)
   - use enthusiasm confidence to control attention

Oral Presentations Speeches: Evaluation

Note: change and or adapt according to need

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
1. MATERIAL: a) ORGANIZATION – introduction, development, conclusion – clear, concise, logical order – effective, interesting opening						X2
b) CONTENT – topic clearly defined and explained – information relates to topic – enough information – facts and examples (correct appropriate) – identifies supports main ideas – opinions supported						X4
2. DELIVERY a) LANGUAGE – appropriate vocabulary – grammar (complete sentences) – clarity						X2
b) VOICE – audibility volume pitch – enunciation – pronunciation – variety speed – enthusiasm confidence						
c) PHYSICAL – eye contact – posture appearance – gestures						
3. SUPPORT: (OPTIONAL) – visual audio aid usage – question and answer section (answers brief accurate)						(X2)
COMMENTS:			Total =		50 (60)	

Oral Presentations Speeches: Peer Evaluation

	Very Good 3	Satisfactory 2	Poor 1
1. Gave an interesting introduction			
2. Presented clear explanation of topic			
3. Presented information in acceptable order			
4. Used complete sentences			
5. Offered a concluding summary			
6. Spoke clearly, correctly, distinctly and confidently			
7. Maintained eye contact			
8. Maintained acceptable posture			
9. Presentation was interesting			
10. Used visual audio aids well			
11. Handled questions and comments from the class very well			
		Total	33

B. "Horseshoe" Debate

A "horseshoe" debate is an informal debate but more organized than a discussion.

Organize classroom in a large "horseshoe" formation. Teacher's desk should be at the opening of the horseshoe so that the teacher is able to see all the students and monitor responses.

RULES:

1. No person may speak more than three times.
2. No person may speak longer than one minute at any one time.
3. Each person must be recognized by the chair before speaking.
4. All must have spoken at least once before others will be allowed the floor a second time. (Unless no one else wishes to speak.)
5. Discussion ends when:
   a) allotted time is up.
   or
   b) no one wishes to speak.

Horseshoe Debate: Evaluation

	Very Good 3	Sat. 2	Poor 1
1. Position stated reaffirmed or opinion given.			
2. Related fact(s) stated to support position.			
3. Related fact(s) stated in rebuttal.			

No points will be given if the response:
a) is off topic;
or
b) breaks any of the rules of discussion.

C. Debating

Debating is more formal than discussion. It is a contest between two teams who test their skill in argument to win the audience's support. Debating follows rules of procedure.

CHARACTERISTICS:

- it is competitive
- requires that the participants take a position, either affirmative or negative, that cannot be changed
- more formal than discussion and follows rules of procedure
- its objective
  - start with a proposal
  - make the best case for it
  - win approval for that side
- the style is argumentative and persuasive

RULES:

The Subject

1. It must have two sides both of which are capable of being argued.
2. To avoid confusion, it must be worded positively, not negatively.
3. It should be stated clearly and briefly.

The Debaters

1. The side that supports the subject is called the affirmative; the side that does not, the negative.
2. Each team should prepare its arguments carefully: decide what points are to be covered by each speaker, consult books, prepare notes or cards, and anticipate the opponents' views.
3. Each debater's speech should be a good example of sound argument. It is better practice to establish four or five solid points than to list a catalogue of points.

The Procedure

1. The chairman announces the topic, introduces the speakers, explains any time limits and announces the judges' decision.
2. The debaters speak in this order:
   1. Fist Affirmative
   2. First Negative
   3. Second Affirmative
   4. Second Negative
3. The first speaker for the affirmative makes the rebuttal.

The Judgment

The decision is given to the side that has more effectively presented and refuted the arguments.

Judges' Ballot for Debate: Evaluation

Marks will be awarded based on the following skills:

1. Reasoning and Evidence
   Facts, statistics, authorities offered in support of contentions. Credit should be given for thorough, relevant research and use of sound logic.
2. Refutation and Defence
   Each speaker should demonstrate ability to use evidence and logic to refute the arguments of his opponents and defend those of his own side.
3. Discussion
   Each student is expected to participate in the discussion period. Are questions and statements concise and well phrased?

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
1st Affirmative Reasoning and Evidence Refutation and Defence Discussion					
1st Negative Reasoning and Evidence Refutation and Defence Discussion					
2nd Affirmative Reasoning and Evidence Refutation and Defence Discussion					
2nd Negative Reasoning and Evidence Refutation and Defence Discussion					
3rd Affirmative Reasoning and Evidence Refutation and Defence Discussion					
3rd Negative Reasoning and Evidence Refutation and Defence Discussion					

Summary:

Winning Team (total team points): ______

Winning Speaker (total speaker points): ______

Presentation Strategies: WRITING

A. Writing

Four types of writing assignments that stimulate and challenge students are:

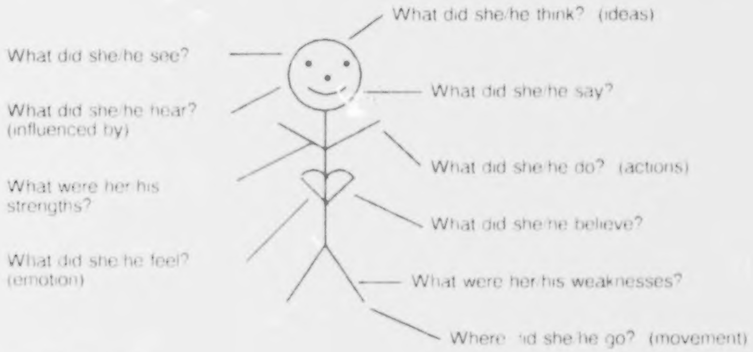
Report:	compiling information in your own words with a minimum of critical thinking.
Exposition:	explaining an idea, conducting an investigation, synthesizing issues or providing a new point of view to a problem. (Compare and contrast the views of ... toward ...)
Narration:	telling a story, an anecdote, drama or vignette using creative thinking. (Write a story about Louis Riel's trial combining fiction with actual facts.)
Persuasion:	evaluating an idea or belief. (Write a letter to the editor supporting or opposing the position of the government on free trade.)

The steps necessary for effective writing are:

1. Prewriting (planning, reading, listening and observing stage)
   - Select a subject
   - Develop questions to be researched (brainstorming)
   - Gather information and ideas (carry out research)
     - make notes in point form or own words (unless footnote)
   - Organize and sequence information and ideas
   - Develop an outline
2. Writing
   - Write main thoughts and feelings
   - Write clearly in sensible order
     - introduction and thesis
     - body
       - information researched
       - arguments and conclusions based on facts
     - conclusion
       - summary (repetition of main points)
       - significance, meaning or results
3. Revising
   - Are the main ideas included?
   - Is the message clear?
   - Does it include all the arguments?
   - Is it persuasive?
   - Make changes to content and structure.
4. Editing (form and structure become more important than content)
   - Improve the ideas
   - Proofread
     - word usage, tense
     - mechanics (punctuation, capitalization, spelling)
   - Review paper format
     - title page
     - table of contents
     - body (introduction, information, conclusion)
     - bibliography
   - Peer and or teacher evaluation (editing)
5. Rewriting
6. Presenting
   - Present final copy

B. Biography

Complete a biography of a future hero/heroine, starting from a stickperson biography.


What did she/he think? (ideas)
What did she/he see?
What did she/he say?
What did she/he hear? (influenced by)
What did she/he do? (actions)
What were her/his strengths?
What did she/he believe?
What did she/he feel? (emotion)
What were her/his weaknesses?
Where did she/he go? (movement)

Then rewrite as a biography.

C. The Expository Essay

What's an Essay?

The word essay comes from the French word "essayer" meaning "to try." Thus an essay is a try, or an attempt to develop a main idea about a topic or question. Usually the topic is shown by the title and the essay should be developed around this.

A GOOD essay should contain:

1. An Introduction
2. A Body
3. A Conclusion

1. Introduction

The introduction gives an overview about what information the whole essay includes. It should have a THESIS STATEMENT that accomplishes two things:

- prepares the reader for what is to follow
- arouses the reader's interest

There are a number of types of introductions a writer may use:

- Start with Thesis Statement (Overview) – general statement that summarizes the main ideas of the paragraphs contained within the body of the essay.
- Contrast – or showing an opposite point of view or opinion – then stating your own main idea.
- General Statement of Fact – its importance, then thesis statement.
- Question(s) – then thesis statement.
- A Story or Anecdote – then thesis statement.

The Expository Essay (contd.)

2. Body

- A number of paragraphs (depending on required length) that develop the main topic. Each paragraph should deal with only one main idea.
- Each paragraph must include a topic sentence. A special point of the social studies essay is that good use should be made of examples and reasons that illustrate and support the main ideas.

3. Conclusion

- One paragraph that summarizes your essay. It may restate the thesis statement in different terms, give a personal (editorial) opinion or leave a question to be answered. It could include an appeal for action (or personal action) or discuss implications for the future.

A GOOD essay should be presented in a logical step-by-step manner (be coherent). This can be ensured by using transitional devices. Care should be taken that the essay has unity—all facts are accurate and related to the main ideas about the topic. Unnecessary material and distracting details not important to the development of thesis statement should be left out, no matter how nice they sound.

A GOOD essay should always keep the reader in mind. Having coherence and unity should ensure that most other people will be able to follow what you have written, and understand the sense of it. If the essay doesn't do this, it will need rewriting.

PROCEDURE:

Step One: Are you clear about your assigned topic? Be sure that you understand the "instruction words" for the assignment (e.g., discuss, compare, summarize).
Step Two: What information will you need? Where will you get this information? Survey the information to get a general idea of what is available.
Step Three: Make a rough outline of major headings under which you will place your information, and of questions for which you will need the answers.
Step Four: Make running notes from your reference sources under the appropriate headings.
Step Five: Writeup.

a) Make a topic outline using Roman numerals for each paragraph of your essay.
e.g., I. Introduction
II. Body Paragraph #1) Arrange your running
III. Body Paragraph #2) notes as part
IV. Body Paragraph #3) of topic outline.
V. Conclusion

b) Write the first draft of your essay. Proofread.
How's your spelling? Your grammar? Organization?
(Double space for easy correction.)

c) Write the final copy.

Why Write Essays?

1. To demonstrate your understanding of a topic.
2. To express opinion in an organized manner.
3. To develop personal and independent thinking.
4. To develop writing and organizational skills useful in your future.

Essay: Evaluation

Your essay will be marked according to:

1. the way you write the essay (format)
2. the material you use (content)

1. FORMAT:

a) Does the introduction prepare the reader for what follows and arouse the reader's interest in the topic?	1	2	3	4	
b) Does the body develop the main topic clearly and logically?	1	2	3		
c) Does the conclusion "round off" the essay?	1	2	3		
d) Does each paragraph have a topic sentence?	1	2	3		
e) Do the sentences make sense?	1	2	3		
f) Is the spelling accurate?	1	2	3		
g) Is grammar accurate?	1	2	3		
h) Is handwriting clear and legible?	1	2	3		

2. ESSAY CONTENT:

a) Does the writer show good understanding of the essay title?	1	2	3	4	5
b) Does the essay use sufficient information that fits the topic?	1	2	3	4	5
c) Does the essay use good examples to illustrate the points?	1	2	3	4	5
d) Are the facts accurate?	1	2	3	4	5
e) Does the writer show evidence of thought?	1	2	3	4	5

COMMENTS:

Mark 50

D. How to Write a Paragraph

The paragraph is the fundamental element of any written composition. Students will have been taught how to write paragraphs but may need review on this topic and some do not transfer the skills well from Language Arts. As with all skills, students will need to know the rules and will benefit from seeing some successful (and non-successful) outcomes.

- First, show the students some examples of model paragraphs, preferably written by anonymous students.
- Second, show examples of non-successful paragraphs.
- Third, explain the rules of paragraph writing.

Development
1. Decide the purpose (theme).
2. Collect the information.
3. Arrange the information in order in an outline.

Writing
1. Start with an introductory sentence: (usually this is the TOPIC SENTENCE that expresses the main idea).
2. Develop with two to six (usually) supporting sentences in sequenced order, using the collective information.
3. Finish each paragraph with a concluding sentence.
4. Read over: does the paragraph deal with the topic? Stay with one theme? Explain and support the main idea?

Paragraph: · Peer Evaluation

Students will exchange paragraphs for peer evaluation and check the following:
- Does this paragraph fulfill the assignment instructions?
- Does this paragraph contain a good topic sentence?
- Does this paragraph have a good concluding sentence?
- Is this paragraph well organized?
- Does this paragraph use good grammar, spelling and punctuation?
- Does this paragraph use a variety of sentences?
- Does this paragraph use interesting and descriptive words?

E. Position Papers/Argumentative Essays

PROCEDURE*

Many students experience difficulty in writing position papers or argumentative essays. Difficulties arise for a number of reasons.

Much of this difficulty lies in defending a position by developing logical and well-developed arguments. Many students simply substitute information or unsupported assertions for thought.

What follows is an attempt to clarify some of the expectations and demands of this type of writing by reviewing some of the characteristics of the persuasive–argumentative essay to suggest the beginnings of instruction strategies that many enhance student writing.

*This strategy was developed by the Student Evaluation Branch.

1. Introduction and Thesis

THE FUNCTION OF THE INTRODUCTION IS SIMPLY TO INTRODUCE THE ISSUE IN A GENERAL WAY AND THEN TO COME TO THE POINT.

You may wish to define the problem or issue under discussion in general terms by:

- explaining why this is an important issue
- identifying alternate viewpoints on the issue
- explaining why people disagree on the issue by pointing out how their different positions show a conscious choice between alternate courses of action or ways of "seeing things"
- identifying and describing the values that underlie these different choices, i.e. the values that shape the positions taken.

Then arrive at your personal position (thesis) and express it unequivocally.

a) Evaluation of Introduction
Students are judged on how well they:

- indicate the value positions by demonstrating that a choice between alternatives is available
- demonstrate thoughtfulness and understanding in their descriptions of alternative value positions.

b) Instruction Strategy
Once an issue or problem has been determined for study, have students individually or in small groups complete a definition of the problem exercise by having them:

- identify **alternative viewpoints** on the issue
- isolate **relevant arguments** used in support of each viewpoint
- identify and describe the **values** in the issue
- provide an **issue statement** clearly demonstrating the choices available
- arrive at their **personal position** and **express** it unequivocally

2. The Body

IT IS IN THE BODY THAT THE REAL POWER OF THE ESSAY RESIDES BECAUSE THE MIDDLE SECTION IS THE ARGUMENT.

You may wish to develop your arguments by:

- making the necessary concessions to those who choose your position as soon as possible.
- devoting at least one paragraph to every major argument in favour of or supporting your position
- saving your best argument for last (climactic ordering).

3. Evaluation of The Body

Students are judged on how well they:
- show evidence of a position
- use logic and persuasiveness in defending their position by:
  - selecting appropriate examples and/or case studies
  - drawing a relationship between the examples and/or case studies and the position taken
  - basing arguments on **reason** and **logic**
  - basing arguments on **valid assumptions** and **premises**

- relate the case studies and/or examples to the issue
- describe the case studies and/or examples accurately (factually, verifiably)
- demonstrate a comprehensive understanding through the description of case studies and/or examples.

4. The Conclusion

Your conclusion begins with your position and widens toward a final broad statement. In your conclusion you may:

- sum up arguments
- draw conclusions from material presented
- show implications for future action
- restate your thesis in different words

BASIS FOR ARGUMENT

1. Reasons supporting an argument are based on something. At this point in their thinking and writing many students experience difficulty.

2. Students need to be aware of the basis for each of their arguments.

For Example:

BASIS FOR ARGUMENT	RELEVANT QUESTION(S)
1. Morality	Is it right? just? fair?
2. Presumed Effectiveness	Will it work?
3. Social Acceptance	Will citizens accept it?
4. Administrative Feasibility	Can it be managed (enforced)?
5. Financial Cost	How much will it cost?
6. Environmental Cost	What will be the impact on the environment?
7. Technological Readiness	Can we accomplish it using present levels of technology?

OTHERS??

THE DEFENCE OF POSITION AND PRESENTATION OF EXAMPLE COMPONENTS

1. Instruction Strategy

Once an issue or problem has been determined, have students individually or in small groups plan their arguments.

First: Arriving at a Basis for Argument

The seven criteria in the previous section (Basis For Argument) were taken from the Social Studies 20 KANATA Kit. They serve as excellent points around which students can base their defence of position. There are other criteria available and students may wish to use these. (We often say to students, "Pick the best three reasons . . ." or "defend your position," but unless they are given a **basis** for developing arguments, the task is, for most, nearly impossible.) In many instances, there will be a need to help students understand each basis for argument. Each basis for argument can be identified by the question(s) it elicits. The questions included on the previous page are some of the more obvious ones and are intended as suggestions only.

Second: Selecting Relevant Evidence from Examples or Case Study Material

Students are often asked to use the library or their texts to survey case studies to collect "evidence" as support for their arguments. But, when they conduct research their task is made more difficult if they do not approach the research with questions in mind OR with at least a notion of what they are looking for. By establishing arguments **first**, collecting data becomes more purposeful. To avoid the possibility that students will limit their research to one or two arguments, it is recommended that they be encouraged to find at least one piece of evidence for **each** basis for argument as part of their research. This process helps them organize their research notes as well, since they can organize their data under headings created by using each basis for argument.

Third: Rank Ordering Arguments: Weakest to Strongest

Once students have identified the arguments and have matched them with relevant data, they will need to select those they will include in their papers. Or, if they have chosen a climactic ordering of events as their essay mode, it becomes necessary for them to make judgments to determine the strength of their arguments from weakest to strongest.

2. More Classroom Strategies

Ideas do not develop instantly, especially in the young. Young people move more visibly than do adults from the private, emotional and concrete to the public, rational and abstract. With practice and maturity, people become better able to hold and defend ideas persuasively. Providing students with activities that enable them to move comfortably and confidently into the realm of public knowledge, rational discourse and abstract thought can improve the quality of thought in their writing.

private knowledge	public knowledge
emotional response	logical, rational, scholarship
concrete	abstract

Some strategies that might help to develop the clarity of thought demanded by argumentative essays appear below.

Interviews: Taping "man-in-the-street" interviews with other students helps those interviewed define what they think, and gives the interviewer an introduction to the range of thought on a topic. Ideas will tend to be private and support based on emotional response. Ideas will tend to be imprecisely stated, especially if little previous thought has been given to the subject. As a preliminary activity to initiate thinking on a subject, this can be useful.

Small Group Discussions:

Small group discussions are useful for enabling students to grapple with concepts that may be new to them. Students rely, firstly, on their personal and private response to issues. Eventually, they are able to broaden their perspective, to take into account others' responses, and soon to make use of information that is public. Through practice in discussion with others, students clarify and develop ideas. Students become familiar with using the precise vocabulary of a discipline and therefore become more able to express ideas succinctly and clearly.

Debates: Debates provide students with practice in selecting ideas, and developing persuasiveness and substance in their arguments. Debates do not allow for discussion of the great grey area of ambivalence and ambiguity that is inherent in most complex subjects. For students who have not yet clearly defined a position and need to learn how to defend and support a position, this activity is useful. Debates are especially useful for practising persuasive tactics.

Seminars: Seminars provide students with the opportunity to clarify, substantiate and justify ideas for public display. They gain practice in critically examining differing or opposing views. As well, students experience a public response to evidence they have provided leading to use of more public, more valid support. Motivation to research ideas and supporting evidence is enhanced by the public nature of seminar discussion.

Exploratory Writing or the Ruminative Essay:

Writing opinion essays on topics under study helps students clarify their thoughts and marshall evidence to support their ideas. Students are not expected to be able to examine the full range of thought on a topic, but to determine their personal thoughts so that their ideas will develop and mature as study continues. Research shows that argumentative essays written after practice with exploratory writing rely more on public information and scholarship than on private knowledge and emotional appeal. They are more substantial, ideas are more strongly and confidently held and support for ideas is more valid and persuasive. Students develop much clearer ideas about what they are writing because of the previous practice.

3. Characteristics of Persuasive Arguments in Defending a Position: A Summary

- A persuasive argument begins at the point of contention. That is, your introduction should concisely state the thesis of your argument and your position. For example:

  Governments should use the principle of universality because such a policy would preserve. . . .

  Nations are never justified in going to war because. . . .

- A persuasive argument draws its reasons and evidence from multiple sources. Use different kinds of evidence—establish different bases for your arguments.

- A persuasive argument is concise and focused; it does not stray or wander into side issues.

- A persuasive argument has discernable movement with the writer in control. For example:
  - a provocative introduction
  - arguments stated in clear, forceful language
  - evidence and fact supplied in support
  - thesis restated

- A persuasive argument anticipates the opposition. Show the effectiveness and desirability of your position BUT also answer the arguments of those opposed to your position.

- A persuasive argument will sometimes supplement evidence with emotional appeal BUT use with discretion and caution. BE CAREFUL! Emotional appeal is NO substitute for reasoned argument or solid evidence.

- A persuasive argument ends with a bang, not a whimper. The conclusion forcefully sums up what the evidence was intended to prove.

4. Things to Keep in Mind

- Every successful argument, written or oral, conforms to this pattern:
  - statement of case or position
  - recognition of opposition, and
  - defence with the strongest argument last.

- There are arguments that can be defended with reference to personal experience and arguments that demand an ever-widening range of public knowledge. It is the second type that is most appropriate for Social Studies 30.

- Ask yourself when writing:
  - What stance have I taken to the topic?
  - What tone have I adopted toward the reader or opponents of my views?
  - How logical and complex a rationale have I developed?
  - What quality of evidence have I presented?
  - How coherent (connected) and controlled is my writing?
  - What control of language and form do I show?

Position Paper: Evaluation

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
I. Organization, Form and Writing Style					
a) Well-developed introduction and conclusion.	5	4	3	2	1
b) Correct sentence structure.	5	4	3	2	1
c) Correct paragraphing.	5	4	3	2	1
d) Correct spelling.	5	4	3	2	1
e) Overall impression; title page; proofreading	5	4	3	2	1
II. Knowledge and Use of Information					
a) Accuracy of information.	5	4	3	2	1
b) Inclusion of essential information.	5	4	3	2	1
c) Absence of irrelevant information.	5	4	3	2	1
d) Sustained discussion of topic.	5	4	3	2	1
e) Ability to point out the major issue(s) and related problems.	5	4	3	2	1
f) Ability to see the topic in context.	5	4	3	2	1
g) Logical development (unity and coherence).	5	4	3	2	1
III. Synthesis and Judgment					
a) A clear statement of position.	5	4	3	2	1
b) The use of a wide variety of evidence to support the thesis.	5	4	3	2	1

F. Primary Trait Scoring: Extended Written Response

The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects on that audience. Particular writing tasks require particular approaches if they are to be successful. The approach used by the writer to reach and affect his/her audience will be the most important — the primary trait of a piece of writing. For example, the writer of a set of directions must present things in a logical and unambiguous manner if he expects readers to follow the directions. Therefore, the primary trait of a written set of directions would be an unambiguous, sequential and logical progression of instructions. Successful papers will have that trait, but unsuccessful papers will not, regardless of how clever or well written they may be in other respects. On the other hand, the purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one will not have, and these traits will differ from those necessary for a successful set of directions.

The best response, presumably, will be those that pursuade the reader to adopt the writer's point of view. In other words the primary trait in this case is persuasiveness. Responses that are not persuasive cannot receive a high score regardless of how well written they may be in other repects (e.g., in terms of word choice, sentence structure or organization).

Mark Allocation: EXAMPLE:

A total of 20 marks is allotted to a question on a unit exam (20/100). The response will be scored on a five-category scale. The student score will be adjusted by a factor of four.

DESCRIPTOR	SCORE	CRITERIA FOR SCORING
EXCELLENT	5	The writer presents an excellent argument based on solid reasoning and carefully selected facts. His/her use of language is accurate and effective. His/her letter is very persuasive in supporting his/her position.
GOOD	4	The writer presents a good argument based on logical reasoning and relevant facts. His/her use of language is clear and understandable, although there may be a few minor grammatical and spelling errors. His/her letter is persuasive and it supports his/her position well.
ACCEPTABLE	3	The writer presents an identifiable position based on related facts. His/her use of language is adequate, although there may be some grammatical and spelling errors. His/her letter is somewhat persuasive in supporting his/her position.
LIMITED	2	The writer presents a confused statement of position. His/her arguments tend to rely on emotion and not logic. The facts cited are only remotely related. His/her use of language is limited and displays frequent grammatical and spelling errors. His/her letter is unpersuasive.
POOR	1	The writer does not present a definable position, or he/she may state a position but makes little or no attempt to defend it. Content is inaccurate or inappropriate. His/her use of language is seriously flawed with numerous grammatical and spelling errors. His/her letter either lacks a sense of purpose or is completely unpersuasive.
(0) – "Zero" is a special category. It is not an indicator of quality. It should be assigned to papers that are blank, totally illegible or address a completely different topic.		

G. RAFT

The letters RAFT refer to a writing strategy that attempts to take students out of their present roles and into the roles of others.

One way to make activities more appealing is to vary the role, audience and format for students in writing assignments.

- R – role (reporter, scientist, Czar, etc.)
- A – audience (family, employer, business, etc.)
- F – format (letter, report, diary, news report, etc.)
- T – tense (past, present, future)

RAFT Assignment: Evaluation

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Content • accuracy • completeness						X2
Organization, Neatness • lack of writing errors						
Role Audience • role addressed throughout • audience addressed						X2

Comments:

Total: 25

ORGANIZATIONAL MODELS AND ACTIVITIES

This section contains strategies, activities and evaluation ideas. It also includes organizational ideas, but is not a series of self-contained teaching units for each topic. The materials illustrate various approaches to covering the objectives of a particular topic. The TRM should be viewed as an "idea generator." It is assumed teachers will adapt the ideas and use the procedures and activities to meet the prescribed knowledge, skill and attitude objectives.

The prescribed learner expectations, including critical and creative thinking goals, inquiry issues and questions, and specific learner expectations (knowledge, skills, attitudes) are contained in the *Program of Studies*. The learner expectations for each topic are to be integrated into appropriate classroom experiences (exercises and activities) for students. See "Planning for Instruction" for planning and evaluation ideas.

The teacher should consider how a topic or lesson will be introduced, how it will be developed, and how learning will be reinforced. There are various strategies and activities that a social studies teacher can use to promote learning. When selecting activities to meet the objectives, keep in mind the cognitive development, learning styles, interests and needs of the students.

Organizers and activities found in other topics and in other social studies courses (refer to *Social Studies 13 23 33 TRM*) can also be adapted to meet the needs of your students for studying a topic.

Note: A number of learning resources identified in this section have not been authorized by Alberta Education. As these resources have not undergone the standard review procedures of Alberta Education, Alberta Education does not accept responsibility for use of these resources with students.

SOCIAL STUDIES 10
CANADA IN THE MODERN WORLD

Introduction

The Social Studies 10 course, "Canada in the Modern World," is the course in which many high school students will enrol to obtain credits toward their General or Advanced High School Diploma. Social Studies 10 approaches twentieth-century Canada in an interdisciplinary manner. There are two topics at the Grade 10 level. Topic A, "Canada in the Twentieth Century," includes three themes: sovereignty, regionalism and identity. Topic B, "Citizenship in Canada," covers three themes: politics and government, citizen participation, and rights and responsibilities. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 10. Students will also be encouraged to develop the positive attitudes listed within the program. Each topic should receive an equivalent amount of time within the time frame of the course.

As you use this teacher resource manual, you will need to refer to the *Program of Studies* for Social Studies 10 20 30.

Organizational models, opening exercises, activities for developing the topic, and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. The models are not sequential activities which comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

The models and exercises, together with evaluation components, learning resources, and skill development chart, and other information in the appendices, will help you achieve the Social Studies 10 objectives.

SOCIAL STUDIES 10: TOPIC A
CANADA IN THE TWENTIETH CENTURY

Two models are provided for organizing this topic, along with several exercises and activities to develop the content. The models present a general framework for approaching Topic A and are examples of how to arrange the topic for instruction. Following each model are various activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrates the particular knowledge, skill and attitude objectives into a coherent exercise. Most exercises also include an evaluation strategy. The various activities in the topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 10 Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment, and your teaching style.

Topic Contents at a Glance

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Activities

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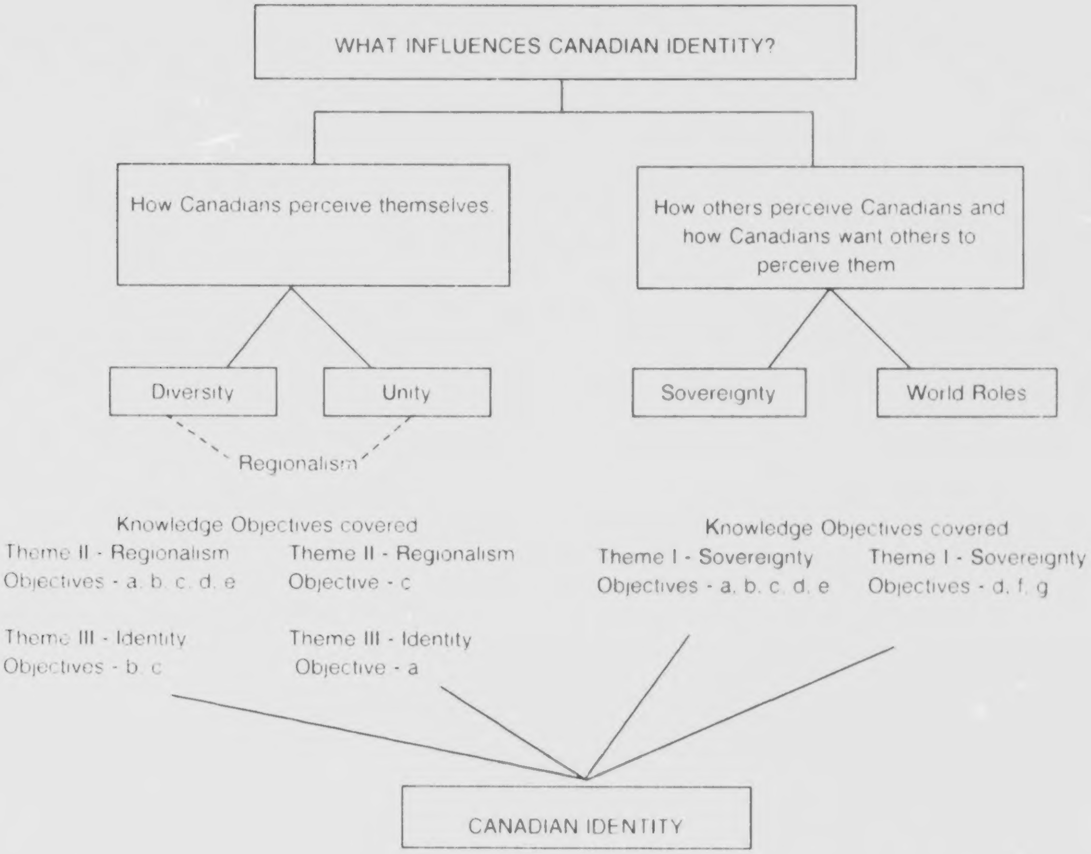
2. Simulation of a Federal-Provincial Conference 99
3. Advance Organizer for Sovereignty 102
4. Foreign Policy Seminar 104
5. Closure: Focus Question on Canadian Identity 107

Organizational Model 10A-2: Sequential Thematic Model 109

Activities

1. Opener: Visual Concept Formation 111
2. Timeline of Significant Canadian Events 113
3. Regionalism Mapping 114
4. Horseshoe Debate on Sovereignty 115
5. Closure: Foreign Policy Scrapbook 118

ORGANIZATIONAL MODEL 10A-1
FOCUSING QUESTION MODEL


WHAT INFLUENCES CANADIAN IDENTITY?
How Canadians perceive themselves.
How others perceive Canadians and how Canadians want others to perceive them
Diversity
Unity
Sovereignty
World Roles
Regionalism
Knowledge Objectives covered
Theme II - Regionalism
Objectives - a. b. c. d. e
Theme II - Regionalism
Objective - c
Theme III - Identity
Objectives - b. c
Theme III - Identity
Objective - a
Knowledge Objectives covered
Theme I - Sovereignty
Objectives - a. b. c. d. e
Theme I - Sovereignty
Objectives - d. f. g
CANADIAN IDENTITY

Model Description: Focusing Question Model

This model is organized around the question for inquiry: "What influences Canadian identity?"

In an opener, students will focus on the topic of identity to discover that many factors shape our identity as Canadians. These factors can be organized into two groups: those that shape our perceptions of ourselves and those that shape others' perceptions of Canadians.

To begin, students will explore how Canadians identify with both their region and their nation. Students will examine the regional nature of Canada: its geographic, economic, cultural and political diversity. The major focus should be the effect of this diversity on influencing Canadian identity both positively and negatively. As well, students will examine how Canadian identity is shaped by efforts to deal with this diversity. Study should focus on the features of Canadian society that foster unity among Canadians. This study provides many opportunities for the development of other issues and questions, such as "How are bilingualism and multiculturalism strengthening Canada?"

Students will next explore how Canada's role in the world also affects Canadian identity. They will examine the historical development of Canada's independence and recognition by other nations. They will also examine Canada's international relations, foreign policies and involvement in the global community. Again, this study provides many opportunities to include issues and questions for inquiry drawn from past or current topics: for example, "Should Canada continue its support of NATO?"

The topic should conclude with an activity to summarize the concept of Canadian identity. This could be a project for which students draw on the content and concepts learned from the influences on identity being studied. For example, students might examine current issues such as, "Should Canada enter into a free trade agreement with the United States?" or "Should the amount of Canadian content required in radio and television be increased?" Students might also complete a project of a creative or persuasive nature as outlined in the opening activity. Whatever the format, the focus of the closing activity should be a re-examination of the major question in the light of the students' increased knowledge.

The following activities can also be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5*
- *Opening Activity—Concept Development of Identity from Model 13A-1, Activity 1**
- *Closing Activity—Creation of a Canadian Magazine from Model 13A-1, Activity 5**
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2**
- *Committee Work on Examinations from Model 13B-2, Activity 3**

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* See *Social Studies 13 23 33 Teacher Resource Manual* (1990).

Activity 1 (Opener): Visual Interpretation of Perspectives on Canadian Identity

OVERVIEW

The intent of this activity is to have students recognize that many different views of Canada exist. Students are asked to work in small groups to create a visual representation of Canada's identity. These visuals are then presented to the class, analysed by the class, and generalizations drawn to introduce the two main threads of the topic: that Canada's identity is influenced by our perceptions of ourselves and by others' perceptions of us.

Many skills are integrated into this activity. For example, students must demonstrate creative thinking by creating visual metaphors and symbols to capture the "spirit" of Canada. They will also practice skills in interpersonal relations and group participation. In presenting their visuals, groups will also practice oral communication skills, and the class will analyse and synthesize information from the presentations.

Positive attitudes should also be demonstrated and reinforced, including respect for and appreciation of the uniqueness of Canada, and sensitivity to what being Canadian means to different people in different regions of Canada.

PROCEDURE

1. Divide students into groups of two or three. (Note: If this activity is undertaken at the beginning of the year with students who don't know each other, this would be a good opportunity to do some brief "getting acquainted" activities. For example, students might generate a list of questions they would use in getting to know a person and then draw on this list to interview their partner(s). They could then introduce their partner(s) to the class.)

   In grouping students, teachers might consider having students who have recently moved from other provinces or who are recent immigrants work in groups together. This way, their different perspectives might be highlighted.

   Alternatively, the teacher could design various role cards for the groups, to introduce the idea of different perspectives (teachers should take care to avoid over-generalizations). For example:

   Role No. 1 — You are from Tampa, Florida. Your only knowledge of Canada comes from watching the Winter Olympics on television, and occasional encounters with Canadian tourists.

   Role No. 2 — You live on the island of Cyprus in the Mediterranean. Your knowledge of Canada comes from your meetings with Canadian soldiers serving with the United Nations peacekeeping forces there.

   Role No. 3 — You live in New Castle, New Brunswick . . . or Chibougamau, Quebec. . . . or. . . .

   Role No. 4 — You are from. . . .

   Role No. 5 — You live in. . . .

If the teacher feels the students don't have enough background to imagine the perspectives of people outside Canada, the teacher might provide additional visual representation of how Canadians and others might perceive Canada, after the student presentations.

2. Assign the task to the students: You are to create a visual that captures what it means to be a Canadian, what a Canadian is. This could be a sketch, a collage, a cartoon, etc., that represents the Canadian identity: what makes us distinct or unique as a nation. Your group will present your visual, describing WHAT you have depicted and WHY you have chosen to include those aspects.

   Visuals could be on overhead acetate, poster paper, or newsprint.

   The teacher should stress that artistic merit is not at issue here. (Magazines, scissors and other tools should be available for non-artistic students to use.)

3. Student groups present their visual interpretations, focusing on why they have chosen to include the aspects or features shown and discussing what these reveal about their perceptions of Canadian identity.

   Analysis and synthesis can be facilitated by having students construct a simple chart and filling it in as each group presents its visual.

Group	Main Symbols Used	Characteristics of Canadian Identity
1		
2		

   Following the presentations, students should examine their charts, looking for common traits and for distinctive features.

4. A class discussion should follow to draw out conclusions like:

   - there is no single common definition of Canadian identity
   - Canadian identity is a matter of perception
   - definitions of Canadian identity are influenced by ...

   Several common themes may become apparent (e.g., sports-hockey; multiculturalism) and should be discussed in terms of how they help define Canadian identity.

5. To conclude, the teacher might introduce the major topic question: "What influences Canadian identity?"

EVALUATION: Informal evaluation would probably be best, with the teacher providing a commentary on the positive features of each presentation.

EVALUATION: Group Participation

An observation checklist for group participation could be used by the teacher as students are working on their interpretations. Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity. For example:

Date of Activity: ____________________

Scale:	Poor				Excellent
	1	2	3	4	5

Students' names	Shows initiative in group	Helps define purposes and plans of group	Contributes ideas	Encourages others to contribute	etc.
Esther Smith	2	3	5	2	
etc.					

Following the activity the teacher could lead a discussion on positive group roles or have students compile a list of rules for successful group work.

Activity 2: Simulation of a Federal-Provincial Conference

OVERVIEW

This activity addresses the question of "how Canadians perceive themselves." It requires students to synthesize and apply their knowledge of regional interests in Canada, and helps them gain an understanding of how regional interests are accommodated. Therefore, it would be a useful concluding activity or summary for this question.

Students are told that they will represent a specific political person (in the form of a government leader) at a First Ministers' Conference on a particular day. At that conference, they will present their views based on a reasonable position for the province they represent. The views presented will be on predetermined topics issues that represent the unit in a current way.

A wide range of skills are involved in this activity. Students will formulate opinions, solutions and decisions, propose plans of action, relate significant ideas to support a point of view, and demonstrate oral communication skills in presenting their province's views. Also, since students work in provincial or federal teams, they will practise group participation skills.

This activity also enhances the development of positive attitudes such as openness to new ideas and opinions and preference for peaceful resolution of conflict.

Sample Topics:

- Free trade (e.g., Be it resolved that the Government of Canada abandon its policy of free trade with the United States.)
- Equalization policies
- Bilingualism and multiculturalism

This activity could be used at other points in either Topic A or Topic B. Other topics include:

- Acid rain
- Arctic sovereignty
- Foreign investment
- Native self-government
- Constitution amending formula
- Senate reform (e.g., Be it resolved that a Triple E Senate be implemented for the fall sitting of the Parliament.)

PROCEDURE

1. Arrange groups. Sample class breakdown:
   Provincial Territorial Delegates
   1 Premier for each province (10 students)
   1 Deputy Premier for each province (10 students) (optional)
   1 Government Leader for each territory (2 students)

   Federal Team
   1 Prime Minister
   1 Deputy Prime Minister
   1 Cabinet Minister for each ministry related to the topic (e.g., Free Trade—International Trade Minister)

2. Once students know their specific role in the conference, they will research:

   a) the topic itself: history, current developments
   b) their province's position: relevant data sources, primary economic activities, goals

   in order to be able to take a position on the topic during discussion.

   To enhance students' adoption of their roles, have delegates prepare a name card indicating the province they are from or the ministry they represent; for example, Minister of Consumer and Corporate Affairs. Students might also have miniature provincial or Canadian flags and be encouraged to dress more formally for the day of the conference.

3. Skill Development. To improve students' skills and ease with public speaking, the teacher might hold a workshop on making speeches. The teacher could, for example:

   a) model an opening statement and have students analyse the components of an effective speech
   b) have students view a video (e.g., a First Ministers' Conference) to analyse the positions taken by various provinces or cabinet ministers
   c) videotape a previous class conference and view sample speeches as models.

   Alternatively, or in addition, student speakers could arrange a time to practise their speech with the teacher (or parent volunteer) who would provide suggestions for improvement.

4. At the conference there will be a round table discussion. *The aim of communication between the federal, provincial and territorial governments will be to pass a resolution on the federal government's plan of action on the topic. The format for the conference should be along the following lines:

   - To open, the Prime Minister reads her or his statement of the general purpose of the meeting.
   - Each premier, in turn reads his or her prepared opening statement. Premiers are called on in the order of entry of that province into Confederation (their conference seats being arranged in that same order). This means Ontario always begins, followed by Quebec, and then the other provinces.
   - The debate usually follows a leisurely, non-confrontational pace of explaining viewpoints, unless a province has a preconceived, rigid position to put forward.
   - Agreement (or lack of agreement) is reached on most points by the conference end.
   - When discussion leads to disagreement, those points are added to the next conference's agenda.
   - During the conference, premiers and their deputies or other advisors, and the Prime Minister and his or her advisors meet to discuss strategies and changes of position.

   A closing statement is prepared at the conclusion of the conference to let the class know of the points of agreement.

*Adapted with permission from Judy LaMarsh, *Memoirs of a Bird in a Gilded Cage*, McClelland and Stewart Limited, Toronto, 1970.

For more information on federal-provincial conferences see pp. 266-272, *Challenge of Democracy: Ideals and Realities in Canada*, by Larry A. Glassford et al, Scarborough: Nelson Canada, 1984.

EVALUATION: Oral Participation

Students could be evaluated on their oral participation. Students should be made aware of the components and expectations of the evaluation strategy at the beginning of the exercise. For example, if two resolutions were debated:

	Resolution 1	Resolution 2
1. Opening Position on the Resolution – Clear statement of position – Supporting details reasons – Effective conclusion – Delivery	10	10
2. Participation in Open Discussion – Offering related facts – Appropriate challenges or questions	10	10
3. Preparation – Name cards – Provincial flag – Appropriate dress	10	Total 50

EVALUATION: Written Position Paper

Students could also do a written position paper on one of the topics issues presented.

Activity 3: Advance Organizer for Sovereignty

OVERVIEW

The purpose of this activity is to develop students' understanding of a major concept, in this case sovereignty. An advance organizer is a definition or framework from which students can begin to explore the meaning of a concept. It has three related phases. Phase one will be described in detail here, along with some general suggestions for phases two and three.

Phase one helps students complete some preliminary data gathering, evaluation and synthesis of their ideas.

Phase two requires the use of the majority of the knowledge, process, inquiry, participation and communication skills outlined in the program of studies.

Phase three is a synthesis activity that has the students redefine the concept of sovereignty in their own words, once they understand the concepts of phase two.

Attitude objectives to be developed include an appreciation of Canada's role as a nation in an interdependent world, as students research the meaning of sovereignty within the Canadian context.

PROCEDURE

1. Phase One—Presentation of Advance Organizer.

   Clarify the aims of the lesson by:

   a) presenting the organizer (in this example, a definition of sovereignty) and
   b) identifying its defining attributes

   At this point, the teacher should identify the concept of "sovereignty" and discuss the meaning of this concept with the students. This can be done at a fairly high level of abstraction, with the teacher drawing on specific examples to clarify this concept. The concept will be developed further as the exercise is completed. The teacher could write the concept and definition on an overhead or blackboard to clarify its essential features; for example, by underlining and discussing key words. The concept can be further developed by having the students identify examples and non-examples of the concept based on what they already know.

   Example:

   Sovereignty: The complete control of a nation over its internal and external affairs, without the interference of another nation. Other nations recognize its independent status.

Example	Non-example
Canada's Constitution Act, 1982	Namibia occupation by South Africa

After completing the chart students should be required to define the concept of sovereignty in their own words. These definitions could be shared with the rest of the class. The class is now ready to move into phase two.

2. Phase Two—Presentation of Learning Task or Material. In this phase the students should be engaged in a variety of activities that will help them gain a greater understanding of how the concept of sovereignty applies to Canada. The knowledge objectives from pages eight and nine of the *Program of Studies*, theme-sovereignty, will assist the teacher in preparing for phase two activities.

   Examples:

   - Readings from the text, with questions
   - Team learning
   - Stations on a variety of sub-topics
   - Library research

3. Phase Three—Strengthening Cognitive Organization. Finally the students are ready to move into phase three. The concept should again be placed on the overhead or blackboard and its major attributes redefined and discussed. Students should be required to give examples and non-examples from their phase two activities. The examples and non-examples should be discussed and clarified as the students present them. The students are required to define the concept in their own words after completing the chart.

EVALUATION: The majority of evaluation will occur during phase two of the advance organizer.

Activity 4: Foreign Policy Seminar

OVERVIEW

This activity gives students a brief overview of Canada's involvement in the global community. The seminar approach, a structured, small-group discussion on a set topic, allows students to develop their communication skills (both written and verbal) and to improve their process skills by helping them acquire, evaluate and use information and ideas from textbooks and library research. The seminar approach helps students develop attitudes such as willingness to accept responsibility for their actions, as well as respect for the right of others to hold opinions different from their own.

Students should be made aware that they will be required to do a major piece of writing for this unit. Each seminar has a writing assignment associated with it, but the students choose only one to write on.

Each seminar will take about one hour to complete. The research for each seminar should take approximately two to three hours. Topics might include:

- Canada's role in world peacekeeping
- What is Canada's role in NATO?
  What is Canada's role in NORAD?
- Foreign Aid—Whom should Canada help?

PROCEDURE

1. Students should be told they will be involved in a series of structured discussions on Canada's role in the global community. Before they can comment on Canada's role, they must first gather necessary data. Two discussion topics (see examples on the following page) will be used as the focus of the seminar discussion. In order to contribute to this informal discussion, students will find researching the questions following each topic statement very helpful.

2. Once the research has been completed for the first seminar, the first group is formed (5 to 15 students) and set up in a circle or horseshoe. The teacher can take a few minutes to walk around the group and check the research questions for completion, or may collect them at the end of the seminar for a summative evaluation. A sample checklist has been provided for teachers to use as the seminar discussion evolves. The teacher can give the students the choice of which of the two topics they want to begin with, then read the statement and allow students to respond to it, drawing on knowledge gained from their research. If the students do not seem able to sustain the discussion the teacher can draw on specific research questions to keep the seminar moving.

EVALUATION:	Seminar	
	Completed research	5
	Enlightened discussion	10
		15

When this seminar has been completed the students move on to research the next topic.

A checklist is provided at the end of the activity to help with evaluating the discussion.

SEMINAR ON CANADA'S ROLE IN WORLD PEACEKEEPING

*The following two statements will form the basis of this seminar.

1. Statement by U Thant, former secretary-general of the United Nations.

   "The basis of both the League of Nations and the United Nations is the pledge by sovereign states to co-operate, a pledge which involves some measure of sacrifice of sovereignty in the common interest."

   In order to deal adequately with this statement, the following research questions should be answered by completing research from textbooks and in the library.

   - When and where was the United Nations formed?
   - What are the goals of the United Nations? Are these goals compatible with the goals of Canadian foreign policy?
   - What methods of implementing foreign policy does the United Nations employ?
   - What are the strengths of the United Nations?
   - What are the weaknesses of the United Nations? How might they be overcome?
   - Do you think that the UN will be any more successful than the League of Nations? Explain your answer.

2. "It has been said that peacekeeping does not solve the problems between countries. Separating the disputants stops the conflict. With the stoppage, countries may not feel that it is important to settle the dispute."

   Canada has been involved in numerous peacekeeping activities. Choose one of the following cases and briefly answer the research questions. Cases: Palestine, Egypt, Congo, Cyprus and Iraq Iran.

   - How did the conflict originate? What countries were or are involved?
   - How did the United Nations become involved in the conflict?
   - In what ways has Canada's involvement been successful? Unsuccessful? What explains the success or lack of success in this incident?
   - Evaluate Canada's involvement in the conflict. In general, was it a success?

*adapted with permission from pp. 30-31, *Canada in the World—Choosing a Role*. Teacher's Guide, by Derald Fretts. Edmonton: Weigl Educational Publishers Limited, 1984.

EVALUATION: Major Writing Assignment

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Topic: Canada's Peacekeeping Role

Purpose: Justify Canada's continued participation in United Nations peacekeeping efforts.

Audience: Students choose an audience other than the teacher; e.g.: imagine readers to be in Alberta

Format (Open): students choose: e.g., editorial in a news magazine.

EVALUATION: Seminar Checklist

Students' Names	Readily gives information and ideas		Asks questions of clarification from other students		Uses supporting facts and details		Is a considerate listener		Point Value (10)
Henry Lee	✓✓✓				✓✓		✓		
etc.									

Activity 5 (Closure): Focus Question on Canadian Identity

OVERVIEW

It is important to draw the major strands (themes) together in the closing activity. Therefore, the closing activity will focus on the question: "How important is it for Canadians to have a strong national identity?" The students will have dealt with internal and external factors that shape Canadian identity; therefore they should be encouraged to express their attitudes in critical and creative ways. This will allow them to show respect for the many cultural groups in Canada, as well as show a continuing interest in national, political, social and cultural affairs in Canada. By allowing students to make choices, their strengths can be tapped, allowing the students to demonstrate their understanding by using a wide range of oral, visual, and written expression.

PROCEDURE

1. A brief review of the key points from the unit will help the students focus on the question "How important is it for Canadians to have a strong national identity?"

2. Students can brainstorm to arrive at a format they will use to present their points of view on the questions and to select their targeted audience. These might include:

   - letters to government members, departments, or others, in an attempt to have the government establish policies to promote identity
   - develop a story, skit or cartoon to illustrate their personal point of view
   - create a visual: slides, slide tape, video, posters, or cartoon strip
   - conduct a survey in the community and then interpret the results for the class.

   Or the teacher could create a list of choices for the students.

EVALUATION: Project

Evaluation of this kind of project is often difficult, because of the varied formats. However, a common holistic marking key can often meet the needs of these projects. Students should be made aware of the components and expectations of the evaluation strategy at the start of the project.

	Excellent	Proficient	Satisfactory	Limited	Poor		
Attention to Major Themes of Unit	5	4	3	2	1	x	2
Thought and Detail	5	4	3	2	1	x	2
Organization	5	4	3	2	1	x	1
Mechanics (spelling grammar, punctuation)	5	4	3	2	1	x	1
TOTAL							30

Comments:

ORGANIZATIONAL MODEL 10A-2

SEQUENTIAL THEMATIC MODEL

THEME	PAST	PRESENT	FUTURE
I. Sovereignty (Knowledge Objectives: a. b. c. d. e. f. g)	events & issues - - - - - - - - - - - →	events & issues - - - - - - - - - - - →	events & issues - - - - - - - - - - - →
III. Regionalism (Knowledge Objectives: a. b. c. d. e)	events & issues - - - - - - - - - - - →	events & issues - - - - - - - - - - - →	events & issues - - - - - - - - - - - →
II. Identity (Knowledge Objectives: a. b. c.)	events & issues - - - - - - - - - - - → ↓	events & issues - - - - - - - - - - - → ↓	events & issues - - - - - - - - - - - → ↓

Model Description: Sequential Thematic Model

This model places the knowledge objectives of Topic A into a sequence based on the past, present and future. For each of the three major themes—sovereignty, identity, and regionalism—the topic is approached by looking at concerns, issues and events Canada has dealt with in the past, is dealing with now, and may deal with in the future.

This model does not give equal weight to each time period for each theme. For example, while the theme of sovereignty will be developed using past, present and future time periods, the themes of regionalism and identity will generally be developed in the present, and possibly in the future time frames. Students would examine historical examples of the achievement of sovereignty, Canada's recognition by other nations, and the benefits and costs of independence. Then they would examine our current defense and foreign policies. Finally, students would consider future issues related to the theme, such as Canada's role in the United Nations, Canada's involvement in aid to developing countries, and so on. However, when examining regionalism, the study may focus on regional diversity and its characteristics today.

Teachers have several options in this model: to examine all three themes in the past, then in the present, and finally the future, or to focus on one theme at a time and examine past, present and future concerns, issues and events related to that theme before going on to another theme. Whatever the choice, keep in mind that some overlap of the related facts and content will occur between time periods and between themes. For example, national symbols are related to both the sovereignty and identity themes. Therefore, a short review of the material would be appropriate in instances such as these. Questions and issues are probably best developed in the present and future time periods; for example, "To help promote a distinct Canadian culture, should the Canadian government act to increase Canadian content requirements in broadcasting?" or "Should federal government spending on multicultural programs be increased?"

The following activities can also be adapted for use with this model:

- *Informal Debate on Rights and Responsibilities for Model 13B-2, Activity 2**
- *Committee Work on Examinations from Model 13B-2, Activity 3**

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*See *Social Studies 13 23 33 TRM*

Activity 1 (Opener): Visual Concept Formation

OVERVIEW

Visuals often allow students to "see" the concepts that will be dealt with in the unit. As they see, gather, organize and label the data for the major concepts in Topic 10A from visuals, students will gain an awareness of the varied aspects of the unit. They will also develop respect for and appreciation of the uniqueness of Canada. This initial approach to concept formation will allow the teacher to add to and refine the students' understanding of the concepts as they progress through the unit. A partial picture and cartoon list is provided with reference to the Social Studies 10 basic texts, *Canada Today* (Second Edition) and *Discovering Canada: Shaping an Identity*. Teachers are encouraged to make selections of pictures and cartoons from this list or add to it visuals of their own.

	Sovereignty	Identity	Regionalism
Canada Today (Second Edition)	Cartoons Pages: 317, 327, 410 Pictures Pages: 325, 331, 335, 339, 348, 349, 353, 364, 375, 391, 417	Pictures Pages: 5, 13, 15, 25 264, 265, 267	Pictures Pages: 44, 47, 49, 52, 58, 70, 71, 72, 82
Discovering Canada: Shaping an Identity	Cartoons Pages: 220, 322 Pictures Pages: 59, 62, 66, 147, 158, 159, 202, 229, 243, 344, 347, 481, 482	Pictures Pages: 2, 8, 9, 18, 181, 188, 190, 229, 305, 311, 313, 316, 318, 325, 334	Pictures Pages: 270, 298

PROCEDURE

1. The teacher will list a selection of textbook page numbers of the pictures or cartoons the students will view. As the students view these pictures they should collect data from the illustrations by answering the following questions. Their responses can be recorded in point-form notes.

   - What did you see in the picture or cartoon?
   - What information does the title or caption give us?

Note: This is an opener; therefore students are looking for general answers to these questions. Detailed analysis is not required because students should be viewing the "big picture." The teacher might model this by completing one or two samples with the class as a whole.

2. When the data collection has been completed, the students are asked to share their information with the class so that as much information as possible about each cartoon or picture is listed. At this point, the teacher should lead the class in identifying the common properties on their list. By asking appropriate questions, such as those listed below, the students should be able to organize the collected data into various groupings.

   - What data belongs together?
   - On what criteria do you base these decisions?

   Teacher and students should code their data, using symbols or colours, so they will be able to visualize these groups

3. The next step is to label the groups that the class has created by answering the following questions:

   - What would you call these groups?
   - What relationships exist between the groups?

   The teacher should attempt to steer the labeling toward the three major themes for the unit—sovereignty, identity and regionalism.

4. This type of concept development can be time consuming but it provides a good starting point for the unit. After identifying the concepts, the teacher can lead the class in any of the directions that would facilitate further development of the model.

Activity 2: Timeline of Significant Canadian Events

OVERVIEW

Given the sequential nature of this organizational model, an appropriate summary tool is the construction of a timeline of the significant events for each of the three themes.

This activity would provide reinforcement of process skills in understanding time and chronology, as well as encouraging an appreciation of our evolving Canadian heritage.

PROCEDURE

1. This could be an ongoing class project during all of Topic A. A length of newsprint or poster paper marked with the decades is placed around the classroom. As students study the themes, significant events are recorded on this timeline.

2. Data should be classified thematically using symbols or colours. For example,
   black print = significant event – sovereignty
   red print = significant event – identity
   green print = significant event – regionalism

EVALUATION: As a review assignment, students might be asked to select what they feel is the most significant event (or top three events, etc.) in each theme. In a paragraph for each, they would:

- describe the event(s)
- explain why they feel these were the most significant events related to that theme.

Students should be made aware of the components and expectations of the evaluation strategy.

Note: For further suggestions on using timelines, see the teacher's guide, pp. 23 and 39, for *Canada in the World – Choosing a Role*, by Derald Fretts. Edmonton: Weigl Education Publishers Limited, 1985.

Activity 3: Regionalism Mapping

OVERVIEW

This activity is designed as an opener for the theme of regionalism. Its goal is to introduce the concept of regionalism and to have students understand that Canada is composed of diverse regions.

Students are asked to draw a map of Canada from memory. Through discussion and further mapping, students will develop conclusions about the regional diversity of Canada.

Skills in synthesizing information by drawing inferences from the maps and skills in making generalizations are integrated into this activity.

PROCEDURE

1. Hand out a blank sheet of paper to the students. Have them draw a map of Canada on the sheet (with no help from an atlas), marking in the provinces and their capitals.

2. Walk around and look at the maps as the students draw them. You will likely see that while they are familar with their own region and Alberta, they recall little about the rest of Canada. Discuss with students what this indicates. Lead them to consider the concepts of regionalism and regional diversity. Help students define the terms.

3. Discuss regionalism as reflected in the types of maps that most students have drawn. At this point, it may be a superficial discussion.

   a) For instance, if students in the Maritimes were given the same assignment, which region do you expect they would do best, Quebec, the North, other?

   b) Do we as Canadians identify more with our province, region or nation?

   c) How does this situation make it difficult to govern Canada?

4. Using atlases, textbooks and other sources of information, have the students individually label the following information on outline maps of Canada:

   - provinces and capitals
   - Ottawa
   - populations of the provinces
   - economic activities (three most important) of each province
   - ethnic make-up of the provinces
   - major physical characteristics (lakes, rivers, regions, mountains) of Canada.

5. As a further activity, have students compose a paragraph indicating what the information and statistics compiled in Step 4 above tell us about Canada. Have students consider the concept of regionalism as they compose their paragraphs.

6. At this point, a final discussion should focus on the students' ideas about the effects of regional diversity on Canadian society. Students will likely suggest current examples of regional interests. The teacher should ask whether these are only recent concerns or issues, in order to introduce the examination of the effects of regional interests and their accommodation in the past. The class could then proceed to examine appropriate historical events or issues.

Activity 4: Horseshoe Debate on Sovereignty

OVERVIEW

As an examination of the future time period in the theme of sovereignty, students are asked to formulate a position on the question: "How should the canadian government respond to invasions of Canadian territorial waters?" This activity would be a conclusion to a decision-making inquiry strategy.

A brief outline of a decision-making strategy is given below, followed by a detailed explanation of a horseshoe debate which is a highly structured simple debate format.

This activity requires students to draw on their knowledge of how the government has reacted in the past and in current instances of such invasions of its territorial waters.

Of course, many skills are involved, such as:

- critical thinking in assessing a variety of viewpoints and considering alternatives before making a decision
- applying a decision-making strategy to an issue
- effective and confident oral communication.

Attitude objectives such as a continuing interest in national and political affairs and a respect for the right to express alternative points of view should be emphasized as well.

PROCEDURE

1. To identify the issue, review a recent event such as the passage of the Polar Sea icebreaker through the Arctic Northwest Passage in 1985, or the still unresolved dispute between Canada and France over fishing rights around the islands of St. Pierre and Miquelon. A political cartoon or a videotape might be used. Then ask, "What should the Canadian government do if this would happen again?"

2. To help students with other steps in the decision-making process, develop a chart such as this one:

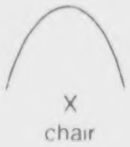
PROBLEM or ISSUE:	How should the Canadian government respond to invasions of Canadian territorial waters?
Alternatives	Pros + and Cons −
1	+ −
2	+ −
3	+ −
4	+ −
My decision(s) on the problem issue is	My reason(s) are

Students should engage in research activities to complete the chart.

3. After students have completed their research and formulated their decision(s), they prepare their opening statement for the horseshoe debate, using their decision(s) and their reasons as the basis of their initial statements.

This debate itself is organized in the following manner:

- Arrange desks in a horseshoe



- Initial Statements
  - students present their opening statements within a three minute time limit
  - as others listen, they note questions, challenges, etc.
- Open Round
  - going around the horseshoe again, students ask questions of others, refute points or arguments, add additional support or detail to their own positions, or pass
  - this continues until no one wishes to speak, or time runs out.

Note: to facilitate participation and to prevent too much overlap or repetition, it is advisable to have approximately 15 students per debate.

EVALUATION: Horseshoe Debate

Students should be evaluated on their participation in the debate, using a scoring sheet like the following. Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Name ______________________________

	Exc. 5	Good 4	Avg. 3	Fair 2	Poor 1	Comments:
Emphatic statement of opinion in both introduction and conclusion						
Support of opinions with specific facts and examples						
Ideas expressed clearly, logically						
Relevant questions asked in rebuttal						
Facts, details and reasons given in defense of position or in rebuttal						

Activity 5 (Closure): Foreign Policy Scrapbook

OVERVIEW

Students should develop an understanding of Canadian foreign policy today. In order to be better informed about current foreign policy matters, students could compile a scrapbook of newspaper and magazine articles over a two- to three-week period. Students will develop an appreciation of Canada's role as a nation in an interdependent world as they gather, organize, classify and analyse newspaper and magazine articles that reflect the aims, objectives and themes of Canadian foreign policy.

PROCEDURE

1. Indicate to the students that this will be a long-term assignment lasting two- to three weeks. The students should collect articles from current newspapers and magazines so the full period of time is reflected by the articles.

2. The organization of the articles may be left open so that students can group them according to theme, topic or date. However, there should be some recognizable order to their grouping.

3. For each article, students could highlight or underline the main ideas in the article. It would be helpful to mention that often in these types of articles, main ideas are stated in the first three to five paragraphs and that the remainder of the article provides supporting details.

   or

   The students could write a three- to five-sentence summary of the article. This would allow the teacher to see if the students have a grasp of the main ideas.

4. Under each article, the students should indicate:

   a) the source and date of the article
   b) the political, economic or social orientation of the article
   c) which theme of Canadian foreign policy is dealt with—social justice, peace and security, economic growth, sovereignty, safe environment or quality of life
   d) whether the article's motivation has national or international overtones
   e) what possible causes or other factors could have influenced the situation described in the article.

   It is very helpful for students if the teacher models part of the assignment by collecting articles, and grouping and displaying them on a wall or bulletin board.

5. Based on the information collected and the analysis that the students complete, they should be able to construct five generalizations with respect to current Canadian foreign policy. Each of the generalizations could use two specific supporting details gathered from the articles.

EVALUATION: Scrapbook

Evaluation of the scrapbook can be accomplished by using a holistic marking key.

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Name ______________________________ Comments:

Identification of main ideas	1	3	5	x	2 =	10
Analysis and classification of articles	1	3	5	x	2 =	10
Generalizations	1	3	5	x	2 =	10
Presentation, neatness, sources	1	3	5	x	2 =	10
			TOTAL			40

Activity 1 (Opener): Rights and Responsibilities Opinionnaire (Pre-Test)

OVERVIEW

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. It is often difficult for students to see growth and change in this area. Therefore, this opinionnaire, if used as a pre-test and post-test, will allow the students to focus on what their attitudes are and to see if their attitudes change after examination of the topic. It is hoped that the use of this opinionnaire will help the student to develop an appreciation of the rights and responsibilities inherent in a democratic way of life, such as we find in Canada. The students will be required to interpret graphs representing class responses to the opinionnaire, as well as state relationships among the information in order to draw appropriate conclusions from the data. The discussion of these conclusions should lead to an appreciation of and respect for the rights of others.

PROCEDURE

1. Hand out one copy of the Rights and Responsibilities Opinionnaire to each student.

2. The teacher may choose to read and explain statements in order to clarify meanings, but should avoid showing any kind of bias; or, students may simply do the inventory on their own.

3. Once the opinionnaire has been completed, the teacher should compile the students' responses using Charts I and II to help with the calculations. Then, based on the mean scores, the teacher can graph the results from the survey. It may be desirable for the teacher to collect each student's opinionnaire, compile the results and then return the papers to the students while the class discusses the summary. Students might be hesitant to offer their responses to the entire class.

   Chart III provides a format to follow for the graph. The graph gives the students a visual representation of their responses and allows everyone to zero in on areas of strong agreement and strong disagreement.

   The use of Chart IV will give the students the data to discuss and focus on the possible reasons for the class holding strong opinions. Students should be encouraged to speculate and draw conclusions as to the reasons for these strong opinions.

4. The teacher should keep the graph and responses (Chart I) so that they can be used for purposes of comparison at the end of the unit. It is also important to collect and keep the students' opinionnaires so that they will be able to see the change, or lack of change, that they have undergone by the end of the unit.

Model Description: Inquiry-Centred Model

This instructional model centres on inquiry. The issues and questions may be investigated using different strategies such as the problem-solving, decision-making or inquiry process models.

A series of openers serve to help students focus on the broad nature of the topic—citizenship in Canada. After completing the openers, the model poses two questions for inquiry, which may be answered by using the problem-solving approach. Through these questions the students will develop the factual and conceptual base on which to build generalizations that will, in turn, make the inquiry process function more smoothly. The teacher is generally the initiator of this inquiry, but the students have the responsibility to see that it is carried out. The teacher acts as a focuser, a sharpener so that students can actively carry out their inquiry. Inquiry opens the possibilities for open-ended library research and access to the community for first-hand research.

The major issue in the model is very flexible. It allows for inquiry into Canada's past, present and future roles with respect to human rights protection. This protection may be of a global nature or it may be of a critical nature such as looking at Canada's human rights record at home. The success of inquiry into the major issue, "To what extent should Canada pursue a leadership role in working for the protection of human rights?" is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. These minor issues are used to develop the major issue. Questions to deal with the issue might be "Should Canada actively pursue a total boycott of South Africa by all U.N. members?", which looks at Canada's present global role. The question "Should the federal government force provincial governments to enact strong human rights legislation?" looks at the possible role played by both levels of government in Canada. Finally, the question "Should the federal government make restitution to Japanese Canadians interned during World War II?" looks at Canada's past role with respect to human rights protection. The teacher and students could provide other minor questions or issues, such as "Should the provincial government pass legislation providing for equal pay for work of equal value?" to develop the major issue.

The following activities can also be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5*
- *Independent Project on a Contemporary Case Study from Model 13B-1, Activity 5**
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2**
- *Committee Work on Examinations from Model 13B-2, Activity 3**

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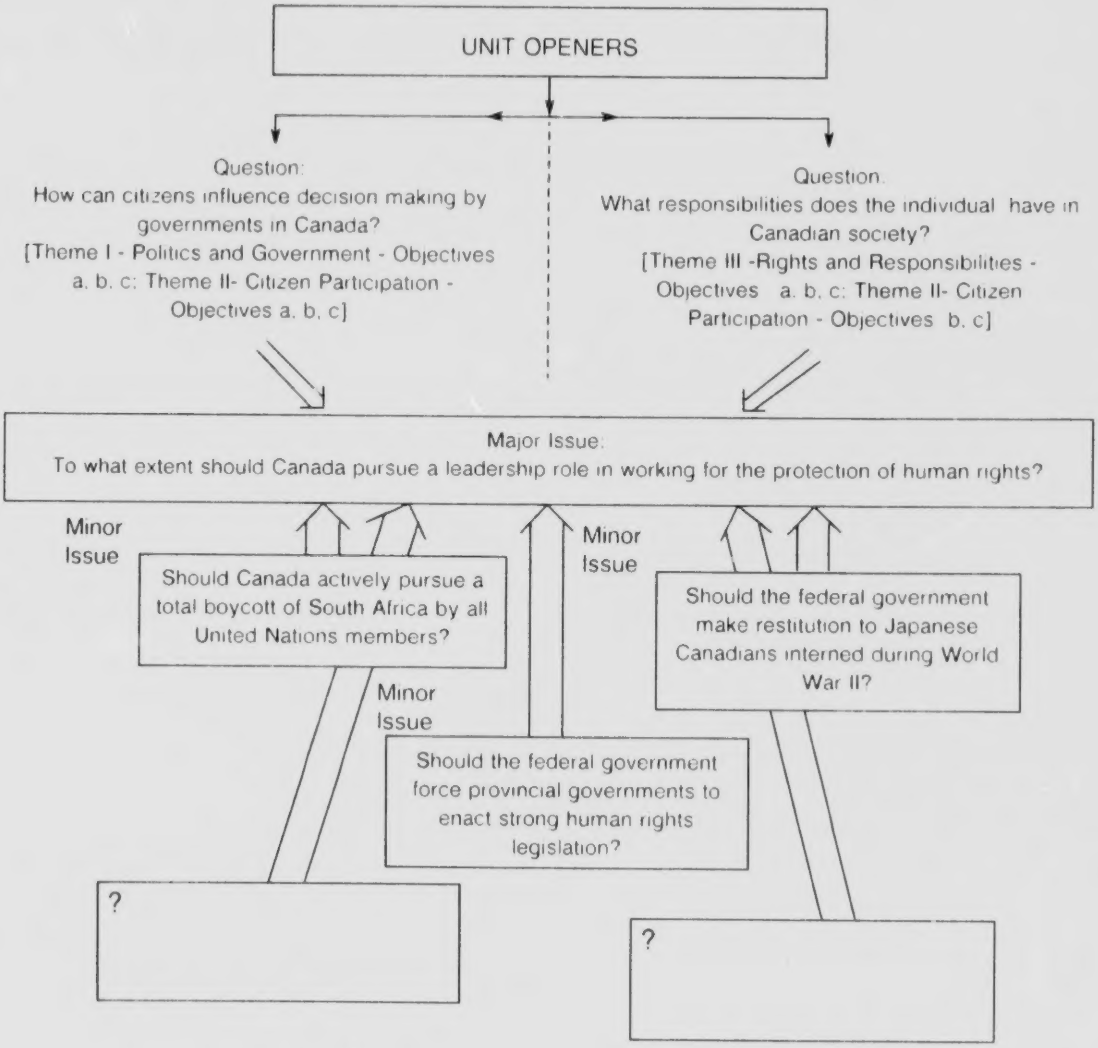
* *Social Studies 13 23 33 TRM*

ORGANIZATIONAL MODEL 10B-2
INQUIRY-CENTRED MODEL



UNIT OPENERS

Question:
How can citizens influence decision making by governments in Canada?
[Theme I - Politics and Government - Objectives a, b, c; Theme II- Citizen Participation - Objectives a, b, c]

Question:
What responsibilities does the individual have in Canadian society?
[Theme III -Rights and Responsibilities - Objectives a, b, c; Theme II- Citizen Participation - Objectives b, c]

Major Issue:
To what extent should Canada pursue a leadership role in working for the protection of human rights?

Minor Issue
Should Canada actively pursue a total boycott of South Africa by all United Nations members?

Minor Issue
Should the federal government force provincial governments to enact strong human rights legislation?

Minor Issue
Should the federal government make restitution to Japanese Canadians interned during World War II?

?

?

4. Students could present their conclusions in a variety of formats for evaluation. For example:

   - a position paper
   - a letter to Glenn Babb
   - a letter to the appropriate Canadian cabinet minister regarding either the Canadian policy toward South Africa or aboriginal rights in Canada
   - a report with recommendations for Amnesty International or the United Nations concerning the rights of Canada's aboriginal peoples.

Activity 5 (Closure): Application of a Problem-Solving Strategy to Human Rights

OVERVIEW

This activity is designed to synthesize an opening case study on apartheid in South Africa and a concluding case study on aboriginal rights in Canada.

In March 1987, Chief Louis Stevenson invited Glenn Babb, South Africa's Ambassador to Canada, to visit the Peguis Indian Band reservation in Manitoba. The purpose of this visit was to highlight the plight of Canada's Natives. At this time, parallels were drawn between Canada's treatment of its aboriginal peoples and South Africa's apartheid policies. Mr. Babb also criticized Canadian government policies.

In this activity students are asked to take a position on the validity of these comments.

In doing so, students will be practising a large number of skills in their use of a problem-solving inquiry strategy. They will also develop their critical thinking skills, especially in assessing a variety of viewpoints. Of course, students will be using written communication skills in the presentation of their conclusions.

This activity also addresses the development of positive attitudes in terms of respecting the right of others to hold opinions different from one's own.

PROCEDURE

1. To define the problem or question, students should read an article outlining Glenn Babb's comments. The teacher could acquire such an article from a weekly periodical or from the newspaper.

   The teacher might pose the question "How valid are these comments?"

2. Next, students develop questions or hypotheses to guide their research.

3. To help them gather, organize and interpret information, students could use a chart to facilitate comparison of the situation of Canada's aboriginal peoples and blacks in South Africa.

   Headings on the chart might include:

   - health conditions
   - education conditions
   - economic conditions
   - rights protected

   Students should draw on their notes from the previous case studies and complete further research as needed to help them develop a conclusion to the question.

4. This activity will provide students with an awareness of global human rights problems, and a discussion of their conclusions could lead into a more in-depth or detailed look at those problems in a specific country; e.g., South Africa.

EVALUATION: The research assignment could be evaluated holistically using the minor assignment sample that follows. The sheet indicates to the students which assignments will be marked on a 1-3-5 scale (minor) and which assignments will be marked in a descriptive manner (major assignment) out of a possible 10 marks. The teacher may set the minor assignment and major assignment components to suit his or her needs. Students should be made aware of the components and expectations of the evaluation strategy. A sample sheet and score key follows.

EVALUATION: Assignment Sheet

Name:________________

ASSIGNMENTS	Minor Assignment	Major Assignment	Comments
1. Information on Amnesty International	1 3 5		
2. Bibliography of information on global human rights	1 3 5		
3. Retrieval chart	1 3 5		
4. Graph of human rights rating		10	

Interpretation of the 1 - 3 - 5 system:

1 = unacceptable – your understanding of the concepts task is vague or uncertain or provides incomplete detail and or is too limited. There are so many errors that your ideas are unclear or confusing.

3 = acceptable – your understanding of the concepts task is clear and complete, but the details tend to be general; ideas are accurately expressed.

5 = superior – your understanding of the concepts task is perceptive, thoughtful and complete; the details are precise, including specific facts, reasons or examples; ideas are accurately expressed.

10B-1

RETRIEVAL CHART: WORLD HUMAN RIGHTS

COUNTRY	HUMAN RIGHTS RATING	Freedom of Movement	etc.							

Based on the information in the chart, you are to write three conclusions. (A conclusion is a judgment or opinion that is obtained by reasoning or inference; it may act as a summary.)

Conclusions: 1.

2.

3.

Note: Depending on the time of year this unit is taught and how much background the students have in library research, the correct use of a bibliography, and graph interpretation and construction, some formal teaching of these skills may be required at this point. However, if these skills were covered in an earlier grade, giving students some models or references to check may be all that is required to successfully complete this assignment.

Activity 4: Research on the Preservation of Global Human Rights

OVERVIEW

In this activity students are required to complete some basic library research on global human rights. It is always helpful to have the librarian organize the materials and even bring in some additional books from other schools. This is not meant to be an exhaustive research project but, rather, one in which the students will gain an awareness of the material and the research processes that they will go through. By completing their library research and data collection, the students will be able to draw conclusions about global human rights and construct a graph comparing Canada with selected countries. This comparison will allow the student to see that Canadians have a preference for peaceful resolution of conflict in personal relations and in society as a whole. This understanding of conflict resolution will lead to an appreciation of Canada's role as a nation in an interdependent world.

PROCEDURE

1. Students may not be fully aware of the global extent of human rights violations. Therefore, the teacher may wish to use articles or materials to illustrate that human rights are a global concern.

2. From the above introductory activity, the students will move into their library research project. After making the appropriate arrangements with the librarian ahead of time, the students are ready to complete the following procedure. (The students could be given this procedure sheet.) The teacher may wish to adapt the chart.

Library Research: Global Human Rights

1. Amnesty International is an organization that is very concerned with the preservation of global human rights. You are to research the following information:

   - When did it first start?
   - Where did it first start?
   - Where are the headquarters located?
   - Where are the Canadian headquarters located?
   - Why was it necessary to organize such a group?

2. You are to create a bibliography of 10 sources of information on global human rights. You should be able to find a copy of the correct bibliography format in the library or in the classroom.

3. Through library research, you are to complete the retrieval chart by selecting one country from each of: Africa, Central America, South America, Asia and Australasia, and Europe, and then compare them with Canada (also on the retrieval chart).

   Using the countries from your retrieval chart, construct a graph that will show a comparison of the human rights ratings.

Activity 3: Examining the Structure and Function of Government (Guest Speakers/Field Trips)

OVERVIEW

Topic B offers many opportunities to use guest speakers and/or field trips in order to expand and enrich students' understanding. For example, in examining the structure and function of the Canadian government, guest speakers might include:

- a ward alderman
- the mayor or reeve
- a Member of the Legislative Assembly
- a Member of Parliament
- the town, city or provincial ombudsman

Field trips might include:

- attending a town or city council meeting
- touring the provincial legislature building.

Such activities would enhance the development of positive attitudes such as an appreciation of the fact that citizenship involves participation in the community and the nation, and an appreciation of the rights and responsibilities inherent in the democratic way of life.

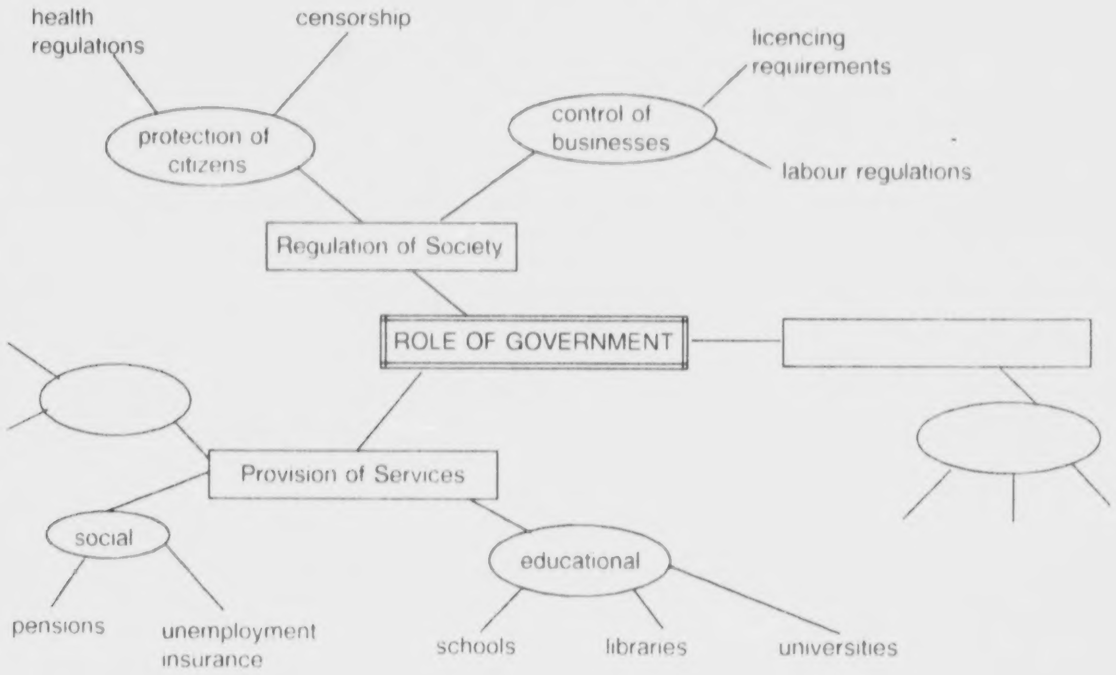
Students would also develop skills in listening and observing to acquire information, as well as preparing relevant questions for a guest speaker.

PROCEDURE

In making arrangements for guest speakers or a field trip, students' involvement should be considered. For example, students could work in groups to compose a letter of invitation to the chosen speaker, and the class select the best letter to send. Also, students could form a brief introduction committee to greet the guest, one student could perform a brief introduction of the speaker, another could be responsible for thanking the speaker and, finally, the class could compose a written thank you. Students should also prepare questions prior to the speaker's visit.

Similarly, students could be involved in planning and arranging a field trip and in thanking the guide.

5. As a summary, students could individually or as a class create a webbing diagram to organize the categories, subheadings, and some examples. The teacher may have to illustrate for students how a webbing diagram is created before completing this section. A partial example is shown below:


health regulations
censorship
protection of citizens
licencing requirements
control of businesses
labour regulations
Regulation of Society
ROLE OF GOVERNMENT
Provision of Services
social
pensions
unemployment insurance
educational
schools
libraries
universities

6. As a conclusion, students might discuss how our lives would be different without government. Students could also discuss whether they feel the role of government in their lives is too large, too small or about right.

EVALUATION:	The teacher could have the students turn in an individual webbing diagram for evaluation. Alternatively, students could be asked to find further examples of newspaper clippings headlines to illustrate the main roles of government in society. These extensions could be graded and displayed in the classroom to reinforce the importance of government in our daily lives. Students should be made aware of the components and expectations of the evaluation strategy.

Activity 2: Brainstorming and Webbing on the Need for Government

OVERVIEW

This activity is designed to follow the initial case study, which develops the role governments have in protecting and preserving human rights. Its purpose is to have students expand their understanding of the role of government in individuals' lives and society as a whole.

Students are asked to brainstorm ways the government affects their lives, to categorize this information, and to summarize through a webbing diagram.

Students will practise skills in creative thinking by brainstorming to collect ideas and by speculating on how their lives would be different without government. They will also develop skills for analysing information by determining categories to organize their list of ideas and by constructing a web diagram to show the relationships between the ideas.

PROCEDURE

1. Give students a designated time limit to brainstorm ways in which government has affected them that day. This might be done individually or in small groups, on a sheet of overhead acetate or newsprint to facilitate sharing with the class. If appropriate, the teacher should also review the purpose of brainstorming (to create as large a list of ideas as possible) and the "rules" (accept all ideas; don't evaluate ideas at this time).

2. Students then briefly present their lists to the class; a recorder could collate a master list. The teacher should ask the students how the information they have provided indicates a need for government.

3. Students should brainstorm further ways the government affects not only their lives but society as a whole. To supplement idea generation, students might refer to the Social Studies 10 basic text, *Discovering Canada: Shaping an Identity*, pp. 390-391, which illustrates through a street scene various activities involving government.

4. After students again share their ideas to add to the class list, the teacher should direct the class in categorizing the ideas:

   For example: What ideas on the list belong together?
   Why did you group these together?
   What label or heading would you give to this category?
   Could any of these categories be grouped together in a larger category? What should it be labeled?

   This discussion can be facilitated through the use of coloured chalk pens or symbols to indicate the groups of ideas.

   Categories might include
   - Provision of Services (e.g.: postal service, creation of parks and roads, hospitals)
   - Regulation of Society (e.g.: traffic laws, environmental pollution regulations, licensing of businesses)
   - Enforcement of Laws (e.g.: police force, legal system)

4. Students then discuss the similarities and differences between the Universal Declaration and the Canadian Charter. Additional questions for discussion might include:

- Would you make any additions to the Canadian Charter? If yes, why would you add them?
- Which rights in these documents do you feel are most important? Why?
- How do the rights in these documents compare with the personal and class lists we made?
- Is it important that there be written documents of human rights?

EVALUATION: Student research on the case study could be formally evaluated.

Activity 1 (Opener): Case Study on Human Rights

OVERVIEW

The purpose of this case study is to introduce the concept of human rights as well as to show how we attempt to protect human rights in Canada. It is not meant to be an extensive examination of the topic selected.

After defining human rights in personal terms, students will view a film or read selected articles that illustrate human rights violations in a specific instance or country. Case studies might be apartheid in South Africa, the Japanese internment in Canada, the Holocaust, or women's rights in Canada.

Note: Resources should be selected and used with caution when dealing with controversial or sensitive issues.

Following their research, students will list the human rights that were ignored in the case study and compare this to both the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms (1982). The Social Studies 10 basic text, *Canada Today* (Second Edition), contains summaries of both these documents.

In this opener, students will be practising process skills by identifying the central issue in a topic and selecting main ideas and supporting points from a film or readings. They will also use skills to analyse information when comparing the Universal Declaration with the Canadian Charter. Social and political participation skills are also reinforced by having students become informed on issues that affect society.

The development of a positive attitude in appreciating and respecting the rights of others is also encouraged in this opener.

PROCEDURE

1. The teacher might begin by posing a question to students: "We hear a great deal in the news about 'rights'. What exactly is a 'right'?" This brief discussion is followed by students individually creating a list of the rights that are most important to them personally, and rank ordering these. A class discussion focuses on the common features of their lists. This discussion concludes with students writing their own definition of human rights into their notes.

2. Next, students examine the selected case study of human rights violations by viewing a film, filmstrip, and or readings. The focus here is on having students compile a list of individual human rights that have been ignored in the case study . However, students should also make short notes on the actual situation so they understand what the case study deals with. Finally, students should indicate in their notes why one might be concerned about the situation. Discussion of student research should allow the exploration of concepts central to human rights and raise the question of what methods might be used to safeguard human rights.

3. Students compare their lists of human rights violations and their concerns from the case study with:

   a) the Universal Declaration of Human Rights, to help identify which rights of the Declaration were violated
   b) the Canadian Charter of Rights and Freedoms (1982), to see how our constitution should prevent such violations in contemporary Canada.

Model Description: Case Study Model

As an opener to the topic, students will examine a case study on a human rights violation, which illustrates the importance of human rights and safeguarding human rights.

At this point, it can be shown that the protection and preservation of human rights are two of the purposes of government in Canada. For example, human rights are usually protected and preserved by governments internally through a constitution, legislation and enforcement agencies. Efforts are also made to encourage the protection of human rights internationally through a government's foreign policy. For example, diplomacy, public statements and actions such as trade sanctions are often used to further a government's position.

Having established two of the reasons for a government's existence, students will examine other reasons, including organization for common activity, protection and security.

Following the overview of the main roles of government, students study the specifics of government in Canada, its functions and structure. Students will also gain an understanding that politics are an important part of the lives of Canadians and of their society. Issues related to the topic could be developed, such as "Should elected representatives represent the views of their constituents, their parties, or themselves?"

Next, students will examine the participation of citizens in Canadian society and the rights and responsibilities of citizenship in Canada. Included as a part of this study is an examination of how the Canadian government aids in the protection of human rights and what methods it uses to safeguard them. International organizations that aim to protect and preserve human rights can also be examined. Again, this study provides many opportunities for the development of questions and issues such as "Should an individual be required to vote by law?" or "What role should Canada take in working for the protection of human rights internationally?"

Having studied the basis of government and the citizen's role, rights and responsibilities, the students will examine how political differences are resolved in Canada.

To conclude the unit, students will examine a current case study (preferably related to the Canadian Charter of Rights and Freedoms) dealing with the rights of Canadians. A major focus is how the safeguarding of citizen's rights in Canada has changed over the years. This conclusion is an excellent opportunity to develop a major current issue such as "Should the Constitution be amended to specify the rights of the aboriginal peoples of Canada?"

The following activities can also be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5*
- *Independent Project on a Contemporary Case Study from Model 13B-1, Activity 6*[*]
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2*[*]
- *Committee Work on Examinations from Model 13B-2, Activity 3*[*]

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[*] See *Social Studies 13 23 33 TRM*

ORGANIZATIONAL MODEL 10B-1

CASE STUDY MODEL

OPENER
Human Rights Case Study
(Theme III - Rights and Responsibilities - Objectives b and c)

HUMAN RIGHTS AND GOVERNMENT
(Theme III - Rights and Responsibilities - Objective c)

STRUCTURE OF GOVERNMENT
(Theme I - Politics and Government - Objectives a, b and c)

RIGHTS AND RESPONSIBILITIES OF CITIZENS
(Theme II - Citizen Participation - Objectives a and b
Theme III - Rights and Responsibilities - Objectives a, b and c)

POLITICAL PROBLEM SOLVING
(Theme II - Citizen Participation - Objective c)

CONCLUSION
Current Canadian Case Study

SOCIAL STUDIES 10: TOPIC B
CITIZENSHIP IN CANADA

Topic B, "Citizenship in Canada," includes the active involvement of citizens in the Canadian democratic system, and focuses on the structure and function of government in Canada.

Two models are provided for organizing this topic, along with several exercises and activities to develop the content. The models present a general framework for approaching Topic B and are examples of how to arrange the topic for instruction. Following each model are various activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise. Most exercises also include an evaluation strategy. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 10, Topic B.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment, and your teaching style.

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10B-2

RIGHTS AND RESPONSIBILITIES OPINIONNAIRE

INSTRUCTIONS: Mark each of the following statements as honestly and thoughtfully as possible, using the code:

5 if you strongly agree with the statement
4 if you agree with the statement
3 if you are undecided about the statement
2 if you disagree with the statement
1 if you strongly disagree with the statement

	Strongly Disagree				Strongly Agree
1. The Government of Canada should never be able to suspend the basic rights of a Canadian citizen.	1	2	3	4	5
2. Sacrificing the rights of an individual is justified if society as a whole will benefit.	1	2	3	4	5
3. If an individual feels a law is a "bad" law, he or she is justified in breaking that law.	1	2	3	4	5
4. It is the duty of all eligible citizens to vote in elections.	1	2	3	4	5
5. As a Canadian, my freedom to do as I please should not be limited.	1	2	3	4	5
6. A citizen has an obligation to report a crime.	1	2	3	4	5
7. An individual should be able to use either English or French when appearing in any court.	1	2	3	4	5
8. An individual should have the right to say or write anything he or she wants.	1	2	3	4	5
9. The national security of Canada is more important than the basic freedoms of individual citizens.	1	2	3	4	5
10. An individual should never be able to refuse to serve on a jury.	1	2	3	4	5
11. It should be illegal to belong to groups that promote hatred of others.	1	2	3	4	5
12. Minority groups in Canada must follow the decisions of the majority.	1	2	3	4	5

	Strongly Disagree				Strongly Agree
13. An individual should have the right to belong to any religious group he or she wants, no matter how strange that religion may seem to others.	1	2	3	4	5
14. Under no circumstances should the government ever be able to seize an individual's property.	1	2	3	4	5
15. The owner of a house should be able to refuse to rent it to someone for any reason the owner chooses.	1	2	3	4	5
16. People who work in essential services should not be able to go on strike.	1	2	3	4	5
17. Volunteering time for community service is an important part of being a good citizen.	1	2	3	4	5
18. An employer should be able to refuse to hire someone for any reason the employer thinks is valid.	1	2	3	4	5
19. Films that are considered immoral or distasteful should be censored by the government.	1	2	3	4	5
20. If it is considered necessary for the welfare of the country, the government is justified in breaking laws.	1	2	3	4	5

Student's Name: ______________________________

Date Completed: ______________________________

10B-2

CHART I

	Strongly Disagree				Strongly Agree			
Question	1	2	3	4	5	Number of Respondants	"Score"	Mean (Average)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

CHART II

Now calculate the weighted mean response for each question. The following example will show how this is done.

Tally Sheet

	1	2	3	4	5
Question 1	36	10	3	0	1

Total number of respondants = 50

Step 1

Multiply the number of the response by the number of respondants.

1 x 36 = 36 2 x 10 = 20 3 x 3 = 9
4 x 0 = 0 5 x 1 = 5

Step 2

Add these together: 36 + 20 + 9 + 0 + 5 = 70

Step 3

Divide by the total number of respondants.

70 ÷ 50 = 1.4

The weighted mean response for question 1 is therefore 1.4.

Follow the same steps in calculating the mean responses for the other questions.

CHART III

RIGHTS AND RESPONSIBILITIES OPINIONNAIRE

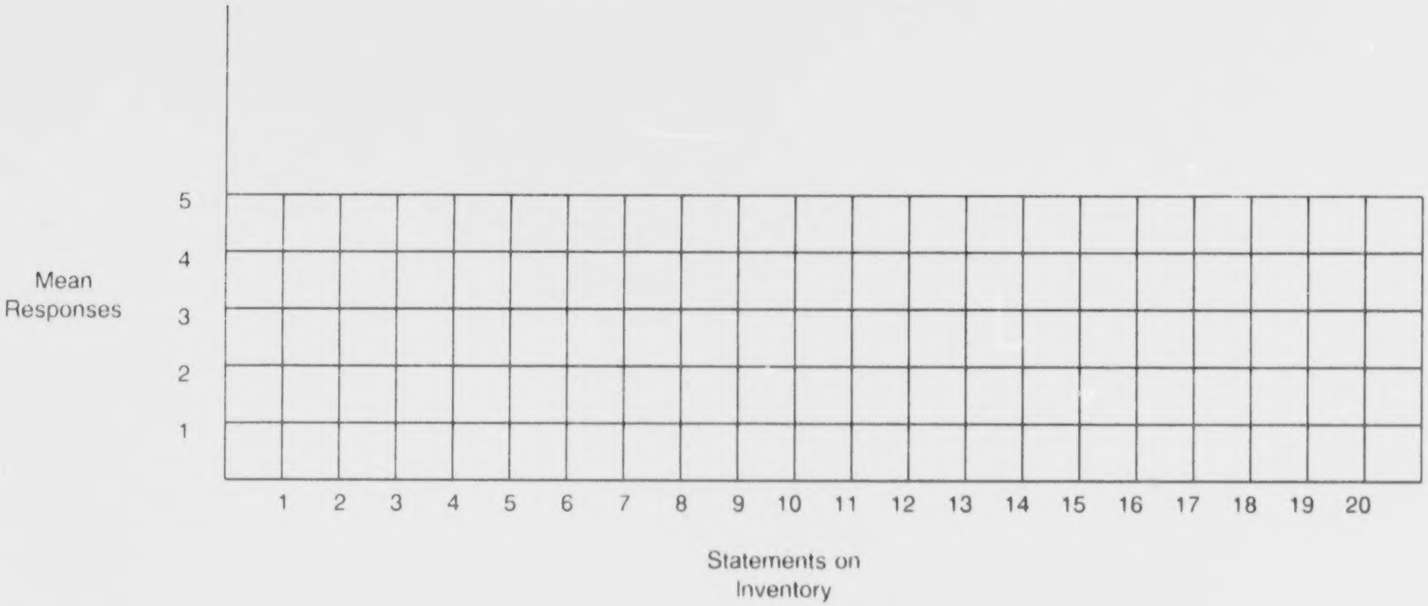


CHART IV

Areas of Agreement: Conclusions:
Areas of Disagreement: Conclusions:
Areas of Uncertainty: Conclusions:
Areas of Surprises: Conclusions:

Activity 2: Decision Making in Politics

OVERVIEW

This activity applies to the theme of decision making in the political context. It is important that students develop an appreciation for the importance of decision making for the individual. The focus is on methods of decision making using the community as an example; in particular, examples are drawn from those who hold public office. The discussion of data gathered from interviews with people in the community will help the students to create a decision-making model that they can test against other models or that they personally can use. By developing this decision-making model, students will be able to develop an appreciation that citizenship involves participation in the community and in the nation.

PROCEDURE

1. Students are asked to identify three very important decisions that they would make in the next five to 10 years and explain how they would make each decision.

2. Students identify their role in making the decisions by answering questions similar to the following:

   a) Who else might be involved making these decisions with you?
   b) What difference does it make whether or not you are included in making the decision?
   c) Does the means or method of making the decision affect the outcome?
   d) What difference does it make to you about how much involvement you have in making decisions?

   These questions should be discussed in a large group situation. There is no need for students to write individual answers to the questions.

3. After discussing the processes that they go through in making decisions, the students are asked to find out how members of the community make their decisions. Before the students go out into the community to conduct their interviews, time should be taken to:

   - plan procedures, rules of conduct and questions
   - develop effective interviewing procedures.

4. The students will interview an individual who holds one of the following positions:

   Alderman
   Hospital Board Member
   Superintendent of Schools
   Local President of Political Parties
   Student Council Member
   Fire Chief
   Hospital President
   Mayor
   Judge
   City Manager of Public Works
   President of Union
   School Principal
   College President

   In interviewing the selected individual, the students will pose the following questions:

   a) What types of decisions do you make most often in your position?
   b) What is an example of a major decision that you made recently?
   c) Could you explain how you went about making that decision?

5. The students record the results of the interview to be used in a class discussion. As the students discuss their information on decision making, the teacher would record the key points from the interviews. The class would then attempt to group and organize the material so that they can create a tentative decision-making model that they can apply as they progress through the unit.

EVALUATION: Students should be made aware of the components and expectations of the evaluation strategy. The students could be evaluated on:

a) their interview notes
b) class discussion or presentation of their interview
c) a personal response about their feelings in conducting an interview.

Activity 3: Citizen Participation (Wall Display)

OVERVIEW

The purpose of this activity is for students to understand that citizens influence and participate in political processes in Canada in various ways.

After compiling a list of methods by which citizens, either individually or in groups, can influence political decision making, students collect articles from magazines or newspapers that illustrate these methods in current situations. These are displayed in the classroom and used by students to draw generalizations.

In this activity, skill development focuses on using newspapers and periodicals as sources of information and synthesizing information by drawing generalizations. Students will also see that citizenship involves participation in the community and the nation.

PROCEDURE

1. As a class, students will brainstorm and create a list of the ways citizens are involved in the political process in Canada. (See the *Program of Studies* for Social Studies 10, Theme I-Objective c and Theme II-Objective b.)

   Alternatively, students might compile this list from a reading or filmstrip.

   The items on this list are individually written on separate pieces of construction paper and posted on a wall in the classroom in a manner that allows the remainder of the activity to take place.

2. Students are given an assignment to find at least five news articles that illustrate citizens using the various methods identified in No. 1.

   Over a two-week period, students bring in articles they have found and post these under the appropriate heading.

Note: The teacher should consider having newspapers or magazines available in the classroom for those students who do not have access to them at home.

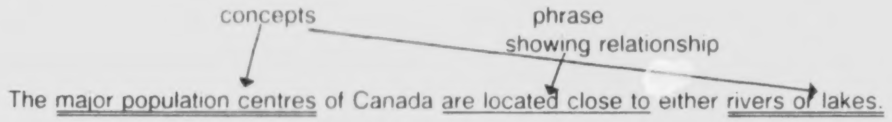
3. After enough examples have been found, students would be asked (either individually or in groups) to draw generalizations from the data on the wall.

   Depending on students' abilities, the teacher might:

   a) Provide instruction on what a generalization is.

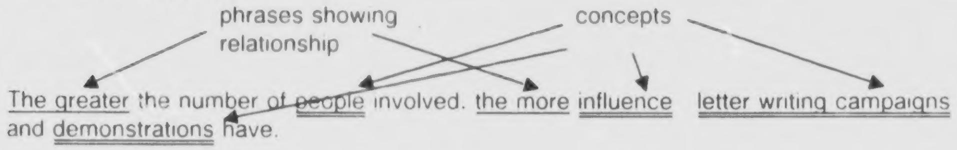
   For example, the teacher might define "generalization" as "a statement that shows the relationship between two or more concepts or things."

The teacher would give an example of a simple generalization to illustrate this definition:



The major population centres of Canada are located close to either rivers or lakes.

Then the class would offer a generalization about effective citizen participation, drawn from the wall data, such as:



The greater the number of people involved, the more influence letter writing campaigns and demonstrations have.

This generalization would be checked using the definition.

- What are the two or more concepts here?
- What words phrases show a relationship?

Then students would proceed to draw their own generalizations independently.

b) Use questions to draw students' own generalizations in a discussion. For example, "Why do you think no one found a recent example of a plebiscite being used?"

c) Have students develop the generalizations on their own.

4. The teacher might conclude the activity by having students speculate on what would be the most effective means of citizen involvement in various hypothetical or current problems issues. For example: If you were concerned because of a large number of accidents at an uncontrolled intersection in your neighbourhood, what course of action would be best? The question, "What does it mean to be a responsible citizen?" could also be studied.

EVALUATION:	Students could be given a completion credit for each of the articles they bring to the wall display. Teachers could also collect student generalizations for a formal evaluation.

Activity 4: Human Rights (Visual Presentation)

OVERVIEW

As a synthesizing activity for the issue. "Should Canada pursue a leadership role in working for the protection of human rights?" students can be involved in creating a visual presentation on any single aspect of this issue. They should be encouraged to draw on the material(s) covered in the unit to complete this activity. This activity allows students to show their insights and use novel ways of looking at and resolving these problems. By viewing other students' presentations, this activity encourages students to respect the right of others to hold opinions different from their own.

PROCEDURE

1. The students are given the assignment: Create a visual presentation of some aspect of the issue "Should Canada pursue a leadership role in working for the protection of human rights?" The emphasis should be on human rights, responsibilities and or liberties that you can interpret for an audience of your choice.

2. This kind of activity can seem rather overwhelming for some students, so it will be necessary to have the class engage in two separate brainstorming activities.

   a) Have the students brainstorm all of the possible topics that they could visually present to their audience. This would likely include everything from voting rights in Canada to global concerns such as apartheid in South Africa. From this list, students should be able to select a topic for their presentation.

   b) The students should now brainstorm a list of possible formats for their visual presentation. This list could contain any of the following:

      - a cartoon (it should be fairly large); cartoons usually are satirical in nature: poking fun at something someone in order to effect change
      - a drawing (pencil, pen and ink, pastel, etc.)
      - a painting (water, acrylic, oil, etc.)
      - a sketch (pencil, Indian ink, crayon pastel)
      - a collage (any mixture of media: any of these could mix your work with photos and or magazine cut-outs)
      - a four- or five-frame comic strip
      - a design, symbol, or logo (must be strong enough to transmit the message)
      - other . . .

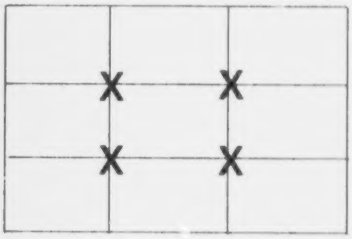
   Again, the students should be encouraged to select a format from the list that the class generated or, as always, the door should be open for choices that are not on the list but are appropriate.

3. At this point, it is important to give the students some help with the visual techniques necessary to create a successful presentation. If possible, have an art teacher do this for you or get some helpful hints from him or her. Failing this, here are two basic hints that students find helpful.

a) Rule of Thirds

Major characters are kept out of the exact centre of a picture, since the centre is the static portion. Characters are placed, or move into or out of, the centres of interest. These centres are shown (below) where the lines intersect. If the viewer is to concentrate on a specific character or item, it will be located at one of these 4 points, which have psychological drawing power.

Rule of Thirds
Intersection Points Shown
by X



b) Selective Use of Colour

The selective use of colour is also used in conjunction with the rule of thirds. People who are to draw the attention of the viewer will be dressed in a colour that falls into one or more of the following classifications:

i) brighter than the others in the viewing area
ii) different colour or shade than all the others
iii) different texture or pattern from others in the viewer's range.

4. Using some of the techniques mentioned above, the students should block out a rough draft of their visual presentation on an 8 1 2" x 11" piece of paper. The students should get reactions and suggestions from their peers and the teacher. This can be equated to the editing process in writing.

5. The final copy is to be handled in a manner that will allow it to be displayed in the classroom, library or hallways. A suggested evaluation checklist is included as a guide for dealing with this creative extension.

EVALUATION: Visual Presentation

Checklist

Name: ____________________

	P	F	A	G	E			
Selection of Type of Visual	1	2	3	4	5	x	2 =	10
Creativity	1	2	3	4	5	x	3	15
Quality of Presentation (neatness, etc.)	1	2	3	4	5	x	2	10
					TOTAL:			35

Comments:

Activity 5 (Closure): Rights and Responsibilities Opinionnaire (Post-Test)

OVERVIEW

It is important for students to reflect on the material covered in the unit and to see whether or not their attitudes have undergone any changes because of it. This post-test, in conjunction with the pre-test, will help students develop respect for the right of others to hold opinions different from their own. By discussing these changes, or lack of changes, in values and attitudes, the students will be able to formulate their opinions and express their ideas and feelings in a coherent manner.

PROCEDURE

1. Give each student a copy of the Rights and Responsibilities Opinionnaire. Explain to the students that they are to answer the opinionnaire according to their present point of view. They should not try to recall how they answered the questions previously.

2. The teacher should follow the same procedure as that outlined in the pre-test to gather and display the data from the opinionnaire.

3. When the graphing of the post-test is completed and initial discussion has been completed, the graph from the pre-test should be put on the overhead as well so that some comparisons and contrasts can be made.

    a) Areas of strong agreement
        - same
        - different

    b) Areas of strong disagreement
        - same
        - different

    c) Has there been any major changes in the class thinking on rights and responsibilities?

    d) Why or why not? What are the reasons behind this change or lack of change?

4. At this point, the individual opinionnaires from the pre-test can be handed back. The students can attempt to identify areas of personal change or lack of it. They should attempt to identify the areas of change (e.g., freedom of expression compared to language rights) and some of the reasons for the change.

5. The students will now be asked to complete a personal response on the changes that their thinking has undergone on rights and responsibilities.

PERSONAL RESPONSE TO RIGHTS AND RESPONSIBILITIES

Topic: Rights and Responsibilities

Purpose:

1. To explain the impact that the unit had on themselves as individuals or on the class
2. to comment on unit activities and concepts
3. to reflect on their personal opinions views on human rights.

Format: personal journal diary entry.

EVALUATION: Since this assignment involves attitudes and values and is meant to encourage honest reflection by students, it should not be formally evaluated.

SOCIAL STUDIES 20
THE GROWTH OF THE GLOBAL PERSPECTIVE

Introduction

The Social Studies 20 course, "The Growth of the Global Perspective," is the course in which many high school students will enrol to obtain credits toward their General or Advanced High School Diploma. There are two topics in Social Studies 20. Topic A, "Development and Interaction of Nations: Nineteenth-Century Europe," includes four themes: 1) nationalism, 2) industrialization and ideologies, 3) imperialism and 4) international conflict. Topic B, "Interdependence in the Global Environment," includes four themes: 1) global diversity, 2) economic development and interdependence, 3) quality of life and 4) alternative futures: possibilities for change. Specific process, communication and participation skills, as well as inquiry strategies, are developed in Social Studies 20. Students are also encouraged to develop the positive attitudes listed in the program. Each topic should receive an equivalent amount of time in the course.

As you use this teacher resource manual, you will need to refer back to the *Program of Studies* for Social Studies 10 20 30 so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic, and closing exercises are included in this section of the teacher resource manual to help you plan instruction. The models are not sequential activities that comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

The models and exercises, together with evaluation components, learning resources, and skill development chart and other information in the appendices, will help you achieve the Social Studies 20 objectives.

SOCIAL STUDIES 20: TOPIC A
DEVELOPMENT AND INTERACTION OF NATIONS: NINETEENTH-CENTURY EUROPE

Two organizational models are provided for this topic, along with several exercises and activities to develop the content. The models present a general framework for approaching Topic A and are examples of how to arrange the topic for instruction. Following each model are various activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise. Most exercises also include an evaluation strategy. The various activities in this topic can be adapted for use with other topics and in the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 20, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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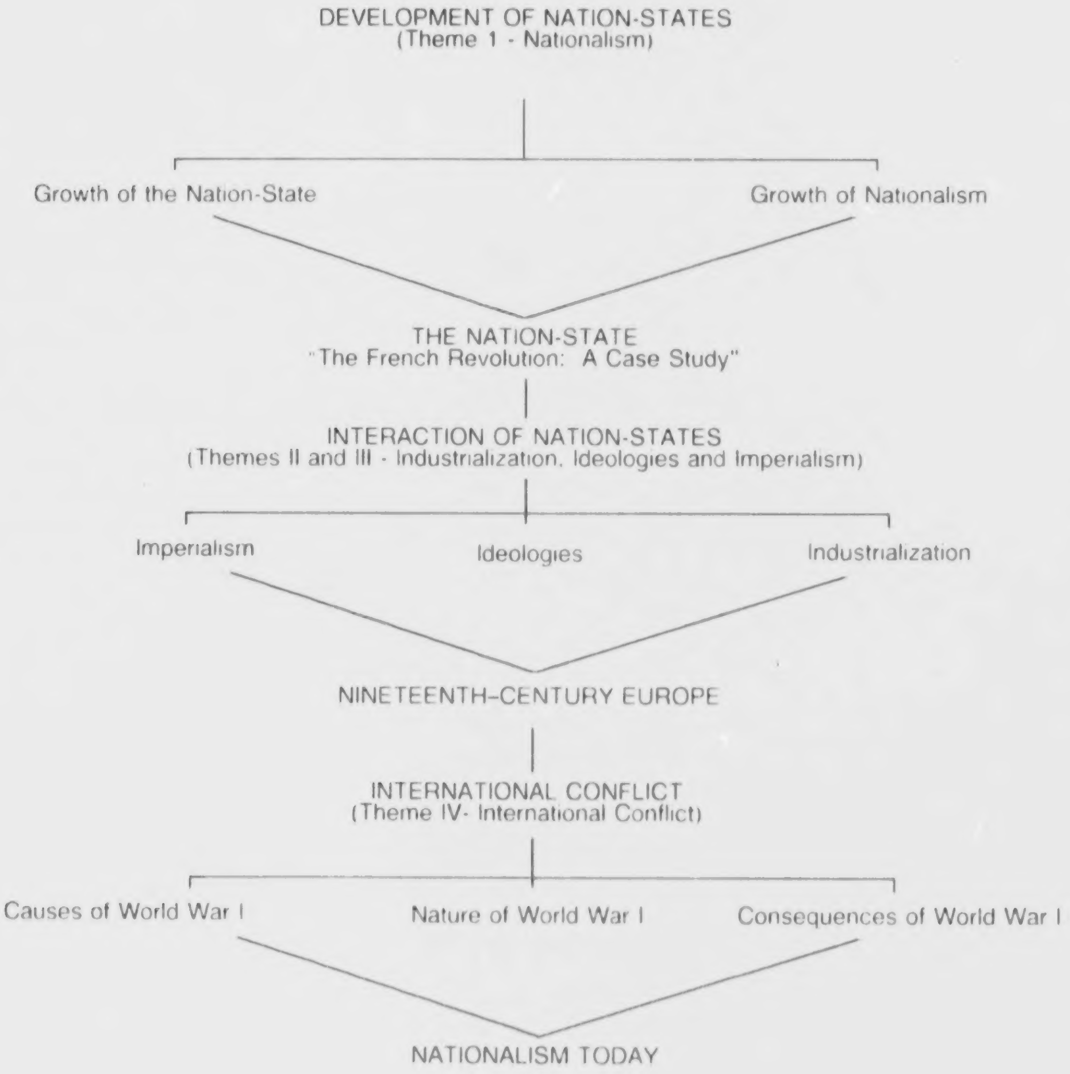
ORGANIZATIONAL MODEL 20A-1
CHRONOLOGICAL MODEL


DEVELOPMENT OF NATION-STATES
(Theme 1 - Nationalism)
Growth of the Nation-State
Growth of Nationalism
THE NATION-STATE
"The French Revolution: A Case Study"
INTERACTION OF NATION-STATES
(Themes II and III - Industrialization, Ideologies and Imperialism)
Imperialism
Ideologies
Industrialization
NINETEENTH-CENTURY EUROPE
INTERNATIONAL CONFLICT
(Theme IV- International Conflict)
Causes of World War I
Nature of World War I
Consequences of World War I
NATIONALISM TODAY

Model Description: Chronological Model

This model depicts a chronological approach to studying the development and interaction of nations in nineteenth-century Europe. In the introduction to this study, students will focus on nationalism as an emerging influential force in the nineteenth century. In addition, students will explore the development of nation-states, using the French Revolution as the primary case study. By identifying some of the changes that resulted from this historical event, students will understand how nationalism contributed to the evolution of the modern nation-state.

Using this background knowledge, students will then examine interaction among the newly emerging European nation-states. The investigation will begin with a study of industrialization, a force instrumental in the formation of various ideologies and imperialistic endeavours. This study will develop students' understanding of the impact of industrialization on European society from three broad perspectives: economic, political and social. Students will recognize that both nationalism and industrialization were influential in the development of an increasingly powerful middle class. As well, they will compare and contrast several ideologies that emerged as a result of the growth in industry and examine how these different belief systems affected international relations.

A third theme to be studied is the role of imperialism in international affairs. Investigation will focus on how industrialization led nations to search for expanding markets, resources and territories, and how this in turn led to cultural diffusion and an increasing number of international conflicts. The study of imperialism will also be linked to the "new nationalism" prevalent throughout Europe in the late nineteenth century.

The final section of this model will include an examination of international conflicts using World War I as the major case study. The causes, nature and consequences of the "Great War" will be investigated. Students will conclude their inquiry with a discussion of the impact of such international conflicts on present and future societies. Through an understanding of such concepts as self-determination and national sovereignty, both of which were an integral part of the armistice ending World War I, students will be able to draw conclusions about the issue addressed in this model: "To what extent should nations place their interests above the interests of other nations?"

Activity 1 (Opener): Defining Nationalism

OVERVIEW

Since the primary focus of this model is nationalism, students need to understand this concept and to recognize that loyalty to the nation has not always played a central role in the outlook of human beings.

In this activity students will address the concept by identifying main ideas in a number of examples of nationalistic and non-nationalistic writing. From this information they will arrive at a definition of nationalism. Through discussion of their definitions and of the non-examples, students should recognize that nationalism is a fairly recent development in human affairs and yet has had and continues to have an impact on the modern world. This activity can be done either individually or in small groups.

In this activity students will practise reading to acquire and interpret information. By categorizing the excerpts students will develop skills in analysing information, and by developing the concept of nationalism from these descriptive data, they will demonstrate their ability to synthesize information.

This activity will also encourage students to appreciate the influence of ideas from the past on society.

PROCEDURE

Preparation:

Prepare a number of short excerpts that express various nationalistic sentiments. Fewer excerpts should be prepared to illustrate "non-examples" of nationalism; for example, where speakers express loyalty to a small community or an individual (as in medieval society), or to groups that supersede national boundaries.

These texts are good sources for the excerpts:

Haberman, A.	*The Modern Age: Ideas in Western Civilization Selected Readings.* Toronto: Gage Educational Publishing Company, 1987.
Haberman, A.	*The Making of the Modern Age.* Toronto: Gage Educational Publishing Company, 1987.
Roselle, D. and Young, A.P.	*Our Western Heritage.* Lexington: Ginn and Company, 1981.
Fenton, E. and Good, J.M.	*The Shaping of Western Society.* New York: Holt, Rinehart and Winston, Inc., 1974.

1. Introduce the activity by indicating how the words "nation" and "nationalism" are key words in the unit outline distributed. Then point out that it is important that they all agree on what these words mean.

   Alternatively, initiate discussion by using a wall-sized political map of the world, asking "How is today's world organized?" Students should identify the nation as the key political unit. Then ask, "What exactly is a nation and what does nationalism mean?" Students should suggest their own definitions.

2. Distribute excerpts to students, asking them to categorize the excerpts and group together the passages that express nationalistic views and those that do not.

3. From the examples of nationalism, ask students to identify key words that relate to how the author would define nationalism. This can be done by underlining or highlighting.

4. From these key words, have students write a one- or two-sentence definition of the concept.

5. Have the class discuss students' definitions to identify the common elements and arrive at a consensus as to the definition.

6. Next, discussion should focus on the non-examples so students recognize that loyalty to the nation is only one point of view.

7. Students' understanding of the concept can be further developed and extended by readings from a text(s), an appropriate filmstrip or by having students collect articles and pictures from contemporary periodicals that show clear examples of nationalism today.

8. To check students' understanding, the teacher could also administer the following quiz. Students should recognize that all the statements are true.

Quiz — Nation, Nationalism

Directions: The following eight statements are based on definitions of the concepts nation and nationalism. Read the statements and write TRUE or FALSE in the space provided.

_________ 1. A defined (often vaguely) unit of territory, whether possessed or coveted.

_________ 2. Some common cultural characteristics such as language, customs, manners and literature. If an individual believes he or she shares these and wishes to continue sharing them, he or she is usually said to be a member of the nation.

_________ 3. Some common dominant social and economic institutions.

_________ 4. A common, independent or sovereign government, or the desire for one. The "principle" that each nationality should be separate and independent is involved here.

_________ 5. A belief in a common history (it can be invented) and in a common origin (often mistakenly conceived to be racial in nature).

_________ 6. A love or esteem for fellow nationals but not necessarily as individuals.

_________ 7. A devotion to the entity, however little comprehended, called the nation, which embodies the common territory, culture, social and economic institutions, government and fellow nationals.

_________ 8. A common pride in the achievements of the nation and common sorrow in its tragedies and defeats.

EVALUATION: The quiz above is designed as formative evaluation to guide further instruction in and clarification of the concept. Students' work in identifying key ideas and in defining nationalism can be collected and formally graded.

Activity 1 (Alternative Opener): "Starpower" Simulation

OVERVIEW

The purpose of this simulation is to introduce several of the major concepts to be studied in this topic, including revolution, egalitarianism, nationalism, ideology and cultural diffusion. In this activity, students will experience a situation that resembles the distribution of power in our world. They will become members of different semi-autonomous groups that are meant to resemble national-states. For specific instructions on how to conduct this simulation see the Instructor's Guide for this simulation.

This activity centres on the debriefing section in which students are required to draw several generalizations and conclusions about the events that occurred during the simulation.

In this opener, students will be practising a variety of skills such as analysing and synthesizing information, and group participation. In addition, it is expected that students will develop an appreciation for the need to understand the background to events and issues. This in turn will create a positive attitude toward learning and lead students to want to pursue further research into this topic of study.

PROCEDURE

1. Introduce and conduct the simulation "Starpower" (*Starpower: A Simulation* by R. Gary Shirts © 1969 , available from SIMILE 11, 218 12th Street, P.O. Box 910, Del Mar, California 92014. Order: 1-619-755-0272.

   Canadian Distributer: Inter Cultural Books, P.O. Box 1246, Station B, Burlington, Ontario, L7P 3SP.

2. Debrief the simulation by discussing the events that transpired during the game. The following are provided as a framework for discussion:

   a) If rules do not have legitimacy they will not be obeyed. Is it possible to make unfair rules and have people obey them? **Concepts**: revolution ideologies
   b) Each of us is vulnerable to abusing power when we are given it. "Power tends to corrupt; absolute power corrupts absolutely." **Concepts**: power ideology
   c) People belonging to lower socio-economic groups often support attempts to redistribute wealth and power more equitably. **Concepts**: ideology egalitarianism
   d) When cultures groups interact, there is often an exchange of ideas customs that leads to social change. **Concept**: cultural diffusion
   e) People often develop strong loyalties to a group that provides them with a sense of identity, security and belonging. **Concepts**: nationalism patriotism alliances
   f) When people are dissatisfied with their way of life they look for new ways to improve organize their society. **Concept**: ideology
   g) New ways of thinking often lead to changes in existing patterns or ways of doing things. **Concept**: ideology

3. To conclude, ask the students to prepare a list of 10 things they liked or disliked about the simulation. Post these statements on a bulletin board and use them as references for discussion as the topic of study progresses.

EVALUATION: The teacher may wish to informally evaluate students on group participation skills. It is not recommended that the teacher evaluate this activity formally since it is an opening activity meant to stimulate interest in this unit of study.

Activity 2: Journal Entries

OVERVIEW

The journal activity is designed to address several knowledge, skill and attitude objectives. It includes a broad range of exercises such as creating cartoon strips, writing political speeches and solving problems. These exercises are expected to facilitate the development of a variety of critical and creative thinking skills. In addition, students will practise their communication skills by completing a series of written assignments.

A journal activity enables the teacher to personalize instruction by providing students with alternative assignments and opportunities to explore areas of special interest. A journal can also be an effective diagnostic tool useful for identifying students' strengths and weaknesses. With this information the teacher can design appropriate instruction strategies to meet the individual learning needs of each student.

PROCEDURE

1. The expectations and details of this assignment should be introduced early in the unit since the exercises are meant to continue throughout the course of this topic. The following are some specifications the teacher may wish to present to students:

   a) Writing format – the style of writing may vary from entry to entry; styles may include point form, essay, poems, songs, etc.
   b) Type of journal booklet – three-ring binders, duotangs, file folders, diaries, etc.
   c) Purpose of each entry
   d) Evaluation – format, due dates, value weighting.

2. After outlining the general expectations of the journal activity, explain the objectives of the first entry. Because some students may be unfamiliar with this type of assignment, it is suggested that the first exercise be general in nature and include the following requirements:

   a) Create a meaningful title for your journal (e.g., "The Memoirs of Francois Carbineau").
   b) Include a favourite picture of yourself that best illustrates you and your personality.
   c) Provide a brief description of yourself (e.g., hobbies, sports, careers, aspirations, etc.).
   d) Discuss briefly what you hope to learn in Social Studies 20.

   Note: This exercise should help to "break the ice" between teachers and students; teachers may wish to offer students the opportunity to include their personal reflections on this topic throughout the term, in addition to the formal exercises.

3. Students should be given approximately one week to complete the first journal entry. The following journal entries might be assigned as the unit progresses:

   a) Creating Personalized Licence Plates – Develop several licence plate phrases or names to represent individuals in European society who were instrumental in The French Revolution. Your phrases or names should not exceed seven letters or digits. For example, Marie Antoinette might have a licence plate saying "EAT CAKE."
   b) Select one of the philosophers whose ideas helped ignite the fire of revolution in France (e.g., Locke, Rousseau, Hobbes, Diderot, Montesquieu or Voltaire). Write a one-page piece, using the voice and character of that philosopher, describing your beliefs, attitudes and feelings toward your society; include a brief discussion of what you believe would be the ideal society.

c) Draw a picture depicting the various representatives that were involved in creating the Treaty of Versailles. The symbols, clothing and captions in your picture should accurately reflect the sentiments of the nation that each individual is representing.

d) Prepare a one-page political speech based on the ideological beliefs of one of the following individuals: A. Smith, E. Burke, J.S. Mill, R. Owen, C. Fourier, K. Marx or J. Bentham. It is your aim to try to convince your audience to accept your point of view. Be sure to include a brief description of your audience and where and when your speech is to take place.

e) You are living in England during the Industrial Revolution. Choose one of the following roles and write a one-page autobiography describing the lifestyle of that individual: factory worker, entrepreneur, merchant, artisan, landholder, clergyman, politician, Fabian, etc.

f) Read the following scenario:
It is the year 1888 and the British have been arriving in increasing numbers to this South African colony. Over the past 20 years the British have attempted to modernize the native peoples of this land. The natives have adopted some British customs but refuse to give up all aspects of their cultural heritage. Tensions between the two cultures are growing more serious each day. The British government, realizing that the consequences of imperialism are complex and far-reaching has decided to hold a public forum to try and resolve this conflict. They are willing to listen to all points of view on this issue before taking any direct action. Choose a point of view on this issue and defend your argument using evidence for or against imperialism.

g) Collect a series of cartoons pictures that illustrate the causes of World War I. Create your own captions for each cartoon picture so that the causes are clearly identifiable. The causes include: nationalism, imperialism, alliances, ideological conflicts, diplomatic errors, arms race and the Balkan Crises.

EVALUATION:	It is suggested that the journal entries be evaluated both formally and informally. The teacher may wish to evaluate selected exercises for all students or may choose to have students select their best three entries for grading. Journals should be submitted at approximately three-week intervals so that the teacher can provide ongoing feedback to the students.

Activity 3: The Impact of Industrialization on Society (Graphing)

OVERVIEW

In this activity students will critically examine some of the changes that occurred in society as a result of industrialization. Students will gather data from a variety of sources and graphically depict some of these changes. A wide range of examples can be used, including changes in:

- education enrolments
- percentage of workers employed by age group sex
- urbanization
- family size
- industrial output
- imports and exports.

After gathering information and representing it in different types of graphs students will be asked to make several generalizations and conclusions about the impact of industrialization on society. Several skills will be practised in this activity such as:

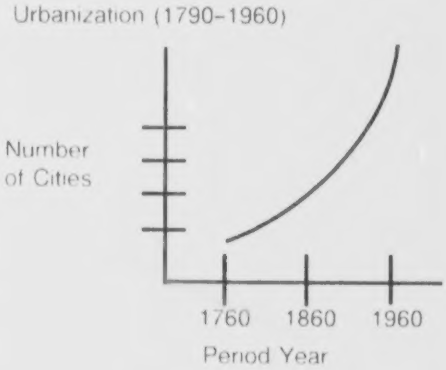
- locating data in sources such as almanacs, yearbooks and other reference books
- communicating information visually
- synthesizing information by drawing generalizations and conclusions about the relationship between industrialization and changes in society.

PROCEDURE

1. Introduce the activity by showing students an example of one of the changes resulting from industrialization. This example should be graphically represented on an overhead. Discuss the graph with students and have them draw some conclusions about the example.

Sample Graph

Note: Data are hypothetical



2. Provide students with a list of five to 10 topics and instruct them on how to find data that illustrate the impact of industrialization on each of these areas. Have students work in pairs to find the necessary data for three areas topics.

   Note: Several texts include information on this activity (e.g., *Modern Perspectives*).

   Ensure that their choices include data that can be represented by at least two of the following graphic forms: pie graph, line graph, bar graph.

3. After students have completed their three graphs have them write a one- or two-sentence conclusion for each graph.

4. Have students post their graphs around the room. Allow all students to look at the graphs. When they return to their seats ask them to write three generalizations based on their graphs that relate to the impact of industrialization on modern society (e.g., women in industrialized societies may have greater opportunities for employment).

EVALUATION: Graphs					
	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1
Title, legend, X and Y axis					
Accuracy completeness					
Neatness					
Conclusions – relevant, well-written sentences.					
COMMENTS:			Total: 20 (25)		

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Activity 4: Who Was Responsible for World War I? (Role Playing)

OVERVIEW

This activity concludes the section of study on the causes of World War I. It requires students to draw on their previous knowledge, as well as to analyse new material that relates to the causes and issues of this international conflict.

In groups, students will apply decision-making skills to an issue, using critical thinking skills to assess a variety of viewpoints and to consider alternatives before making a decision. Students will also practise group participation skills and learn to communicate effectively and confidently through oral debate. Students should develop an awareness of different points of view on issues and episodes in the human experience, and should develop respect for the right of others to hold different points of view.

PROCEDURE

1. Review the causes of war studied previously.

2. Distribute copies of the "Timeline of Critical Events from June 28, 1914 to August 6, 1914." Using this timeline, discuss some of the more significant events, such as the Carte Blanche and the Austrian Ultimatum. Discussion should focus on the question: "When during this timeframe could war have possibly been averted?"

   During this discussion students should develop an awareness that each of the major powers was partially responsible for making war a reality.

3. Distribute copies of "The Issue of Responsibility." In groups of four or five have students choose a country and defend that country's innocence in terms of being responsible for starting the war, using the following statement as the starting point.

   "It can be said that none of the major powers wanted a European war, yet all pursued policies that made such a war highly probable."

   There are six powers represented in this activity: Serbia, Germany, Great Britain, Austria-Hungary, France and Russia.

4. Have students select a country and then gather, organize and interpret information to develop an effective defence for that country's innocence. It is important that students build their case by making reference to the "guilt" or responsibilities of the other major powers. The following provides an example of some of the points that might be used to defend the position that France was innocent:

   - German diplomacy relied too heavily on the threat of war.
   - Germany gave Austria-Hungary "Blank Cheque" support for a war with Serbia (July 5, 1914).
   - Russia encouraged Slavic nationalism in the Balkans that created tension throughout Europe.
   - The Serbian government, aware of the plot to assassinate Franz Ferdinand, did nothing to prevent it.
   - The Austrian ultimatum to Serbia was deliberately designed to provoke a Serbian refusal.

Timeline of Critical Events from June 28, 1914 to August 6, 1914

June 28, 1914: Assassination of Archduke Ferdinand of Austria-Hungary in Sarejevo.

- Assassins were members of a Serbian terrorist society, the Black Hand (Union or Death).
- Serbian Government was aware of the plot, but did little to prevent it.
- Austro-Hungarian Government and High Command favoured war with Serbia, but were hesitant without knowing Germany's position.

July 5, 1914: Austria-Hungary presents its case to the Germans.

- German Emperor Wilhelm II and the High Command gave Austria-Hungary complete support and urged an ultimatum be served on Serbia.
- This has come to be known as the Carte Blanche - the Blank Cheque.
- Germans were confident that the war would be local; they believed Russia was unprepared for war.

July 5 - 23, 1914: Diplomatic manoeuvring.

- Austria-Hungary sought to isolate the crisis by justifying to other countries their decision to punish Serbia.
- The major powers simply waited to see what Austria-Hungary would do.

July 23, 1914: Austro-Hungarian ultimatum issued to Serbia.

- Prepared on July 20.
- Ultimatum was purposely worded so strongly it could not be accepted by Serbia.

Terms of Austrian Ultimatum: 48 hours to reply.

a) Suppression of all publications hostile to Austria-Hungary.
b) Destruction of all anti-Austro-Hungarian terror and propaganda groups.
c) Removal of all anti-Austro-Hungarian materials and teaching in Serbian schools.
d) Dismissal of Serbian officials civilian and military accused by Austria-Hungary of propaganda.
e) Austro-Hungarian police to supervise the investigation of the assassination.
* f) Those convicted of the assassination were to be tried for treason.
g) The arrest of two Serbian government officials known to be involved in the plot.

* Serbia rejected this demand.

July 24, 1914: Russia openly declares complete support for Serbia.

- Russia could not possibly be prepared for war before mid-August.

July 25, 1914:

- Austria-Hungary assures Russia that no territory would be taken from Serbia.
- Russia starts preparation for war if Serbia attacked. (Military planning, no movement of troops).
- France assures Russia of support if war comes with Austria.
- Serbia replies to Austrian Ultimatum: learning of Russia's support, Serbia accepts all of terms except 4(f). . . .(Why?)

Timeline (Contd.)

July 25, 1914: (contd.)

- Serbia mobilized her army along Austro-Serbian border before sending reply.
- Austria-Hungary mobilizes for war.

July 26, 1914: British propose a conference to deal with Austro-Serbian crisis.
France.....accepts conference Germany.....rejects conference
Russia.....accepts conference Austria-Hungary.....rejects conference

July 27, 1914: The French start plans to mobilize, fearing that the Germans will attack France if war breaks out.

July 28, 1914: Austria-Hungary declares war on Serbia

- This is partly a bluff or gamble to frighten the Serbs and force Russia into negotiations to settle the Serbian crisis.

July 29, 1914: Germans attempt to bring about last minute negotiations to prevent war.

- Germans pressure Austria-Hungary to negotiate and avoid war. Austria-Hungary refuses.
- Germans appeal to British to remain neutral if war broke out. Britain refuses.
- Germans warn Russia not to go to war.

July 30, 1914: Austria-Hungary and Russia resume talks to negotiate settlement (Ambassador level).

- While talks are going on, Russian army and government decide on general mobilization, despite German warnings against such action.

July 31, 1914:

- Germany sets up general mobilization and sends a 24-hour ultimatum to Russia demanding they cease mobilization.
- Germany asks France what her position would be in event of war (Germans had already decided to attack France first, then strike Russia).
- Germany refuses a British request to respect Belgian neutrality (British committed to support Belgian neutrality by a formal treaty).
- Britain also warns France and Russia not to count on her support.
- Austria-Hungary declared full mobilization against Russia.

August 1, 1914: French reply to German inquiry of July 31: "France will be guided by her own interests."

- 3:55 p.m. - French mobilization against Germany
- 4:00 p.m. - German mobilization
- 7:00 p.m. - Germany declares war on Russia having received no reply to the German ultimatum of July 31.

August 2, 1914: Britain agrees to support France, but does not mobilize or declare war.

- Germany invades Luxembourg and Belgium.

Timeline (contd.)

August 3, 1914: Germany declares war on France.
No apparent reason, no conflict over which to go to war.

August 4, 1914: Britain declares war on Germany as the invasion of Belgium begins.

August 6, 1914: Austria-Hungary declares war on Russia and vice-versa.

Notes:

1. Ironically, the last two powers to declare war were the two powers initially involved in the Serbian dispute.
2. None of the powers forced the observance of any alliances formed between 1878–1914. Each power acted only on its own behalf. None came to the aid of the others except to protect themselves.
3. None of the military and political leaders took war seriously. They all regarded war as an instrument of foreign policy and diplomacy to be used as a threat to force other powers to act in certain ways, but never go to war.
4. The war was caused not by the balance of power, but breakdown of the balance of power, between 1892–1907.

THE ISSUE OF RESPONSIBILITY

"It can be said that none of the major powers wanted a European war, yet all pursued policies that made such a war highly probable."

1. Serbian Responsibility
   - Serbia's encouragement of Slavic nationalism within Austria-Hungary helped foster enmity between the two nations.
   - The Serbian government, or members of it, knew of the attempt to be made on Franz Ferdinand's life and did nothing to stop it.

2. Austro-Hungarian Responsibility
   - Austria-Hungary was a multinational state existing in a world of nationalism. The dominance of the German and Hungarian elements was threatened because they would do nothing to grant other nationalities equality.
   - Refusing to recognize the need for internal reform, Austria-Hungary resolved to destroy Serbia.
   - The Austrian ultimatum to Serbia was deliberately designed to provoke a Serbian refusal.
   - Austria-Hungary resisted all the attempts by the powers to have the issue brought to the conference table.
   - Austria-Hungary did not want a general European war but knew her policies ran the risk of provoking such a war.

3. Russian Responsibility
   - Russia encouraged Slavic nationalism in the Balkans, creating tension in that area.
   - Russian desire for the Straits was a contributory cause of the crisis in 1909.
   - Russia was the first power to order complete mobilization, an action that her generals, at least, knew was tantamount to declaring war.

4. French Responsibility
   - French governments from 1870 to 1914 kept European tension alive by publicly vowing to get Alsace-Lorraine back from Germany.
   - French imperialism was in part responsible for the crisis in Morocco.
   - After 1909, the French did little to restrain Russia's Balkan policies, e.g., Russian money to Slavic nationalist groups, Russian scheming behind the Balkan League.
   - Pointcare assured Russia of French backing in the event of a war with Germany, without giving specifications as to cause. This was in effect a "Blank Cheque."

5. British Responsibility
   - Britain failed to make her position sufficiently clear to Germany.

6. German Responsibility
   - German diplomacy relied heavily on the threat of war (e.g., Morocco 1905 and 1911, ultimatum vs. Russia 1909). This type of diplomacy created tremendous tension and when successful, resulted in the humiliation of the other nation which would then resolve not to back down again.

- German policies were often clumsy if not brutal, and created resentment, suspicion and fear (e.g., Sympathy with the Boers 1899–1902, building a high seas fleet, overly aggressive colonial policy).
- The above aspects of German diplomacy coupled with the tremendous power of her military machine, resulted in the constricting alliances and the armaments race.
- Germany must therefore bear the chief responsibility for the dangerous state of tension in Europe (1890–1914).
- Germany did little to restrain Austria-Hungary in the Balkans after 1890.
- Germany gave Austria-Hungary "Blank Cheque" backing for a war with Serbia (July 5, 1914).
- German politicians were aware of the possibility of a general war but gambled on localizing it.
- Germany did little to get Austria-Hungary to bring the 1914 crisis to the bargaining table.
- Germany was too committed to the Schlieffen Plan. This resulted in the total surrender of the politicians to the generals after Russian mobilization.
- Ultimatums to France and Russia, and German mobilization ended any hope of the Tsar reconsidering his hasty decision to mobilize.
- The German attack through Belgium ended all diplomatic activity and brought Britain into the war. (Germany had broken a treaty signed in 1839 guaranteeing Belgian neutrality.)

5. After students have completed their research and formulated their defence, they should prepare their opening statement to be presented in a debate.

6. To conduct the debate, rearrange the classroom to facilitate communication among the different groups. Each group should identify a major spokesperson who will be responsible for initiating the debate. Once the debate is under way group members should be encouraged to participate in the debate in an organized, responsible manner. The debate should begin with the teacher's introductory comments, followed by each group's opening statements. Other groups should be making note of the comments made at this time, to prepare challenging remarks for the second phase of the debate—The Open Round. In this phase, students will take turns asking questions, refuting points and further defending their own positions.

7. Once all positions have been made clear and students' ideas are exhausted, have the students prepare a short written statement indicating their final position on this issue. These statements would be read by the teacher, who would present the final decision during the following class period.

20A-1

Students should be evaluated on their participation in the debate. The following scoring sheet can be used for this purpose.

EVALUATION: Debate Name ____________________	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Effective statement of opinion in introduction conclusion					
Support of position with specific facts and evidence					
Clear, logical expression of ideas					
Relevant questions asked in rebuttal					
Appropriate group participation and behaviour during debate.					

Activity 5 (Closure): Treaty of World Peace

OVERVIEW

To conclude this topic of study, students will re-examine the forces that led to the development and interaction of nations in nineteenth-century Europe. They will evaluate the impact of such forces on present and future societies by designing a document that aims to preserve world peace. In this document, students will present their ideas on such things as nationalism, imperialism and industrialization.

This exercise will facilitate the development of several process skills as well as critical and creative thinking skills, as students evaluate past events and formulate an original plan for maintaining peaceful international relations. In addition, students will develop an appreciation for the impact of past events on the shaping of present and future society.

PROCEDURE

1. Lead a discussion about the consequences of the Armistice Treaty of Versailles. Reference to the concepts of self-determination and national sovereignty should be highlighted during this discussion. Elicit students' responses regarding positive and negative features in the Treaty of Versailles. Alternatively, have students prepare their own peace treaty and then compare it to the Treaty of Versailles.

2. Ask students to create a new document that aims to promote world peace. This document should be designed on large poster paper so that students can include pictures, drawings, etc., in their document. This "Treaty of World Peace" should address such things as:

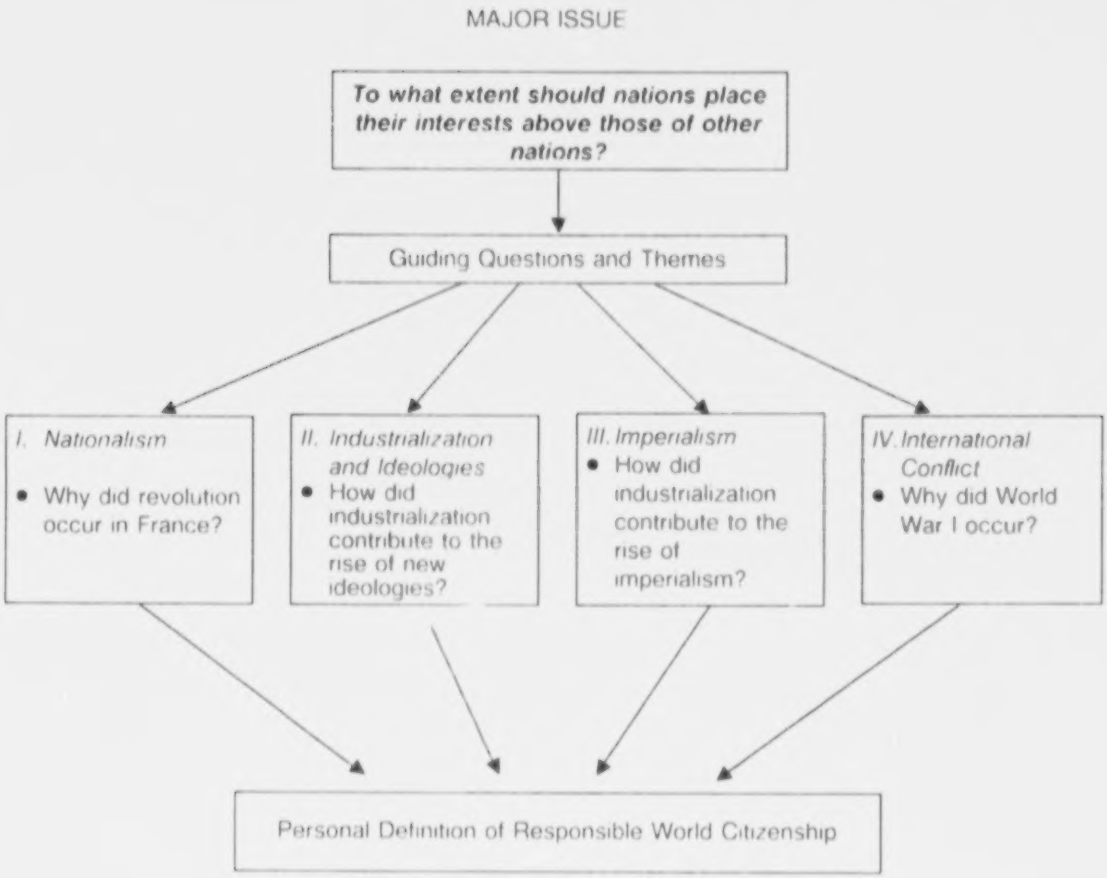
   - alliances
   - balance of power
   - militarism
   - nationalism
   - egalitarianism
   - spheres of influence
   - world war
   - ideologies
   - imperialism
   - self-determination

   Students will be expected to illustrate their position on how these ideas forces should be addressed in a world striving for peace. The issue underlying this activity is: "To what extent should nations place their interests above the interests of other nations?"

EVALUATION: Have the students submit their treaty documents for formal evaluation. The following points should be considered for evaluation:

- creativity originality of ideas
- organization neatness
- number of concepts depicted in poster.

ORGANIZATIONAL MODEL 20A-2
THEMATIC INQUIRY MODEL


MAJOR ISSUE
To what extent should nations place their interests above those of other nations?
Guiding Questions and Themes
I. Nationalism
• Why did revolution occur in France?
II. Industrialization and Ideologies
• How did industrialization contribute to the rise of new ideologies?
III. Imperialism
• How did industrialization contribute to the rise of imperialism?
IV. International Conflict
• Why did World War I occur?
Personal Definition of Responsible World Citizenship

Model Description: Thematic Inquiry Model

This model uses four guiding questions to focus inquiry on the issue: "To what extent should nations place their interests above those of other nations?" Each guiding question is designed to encourage creative and critical thinking about four influences on the development of nations.

The opener will focus students' attention on the various interests nations hold and the inability of each nation to satisfy all of its interests. The inquiry issue allows students to begin formulating possible solutions.

The examination of nationalism will begin with the question "Why did revolution occur in France?" Students will then ask "How did industrialization contribute to the rise of new ideologies?", relating the interests of nations to the belief systems brought about by industrialization. These two themes form the basis for the study of modern nation-states and their interests. Imperialism, a direct result of industrialization and new ideologies, is the third theme students examine. The final theme is international conflict, using World War I as a case study that incorporates the themes of nationalism, industrialization and imperialism.

The conclusion of this model should include a personal definition of what constitutes responsible world citizenship. An activity that encompasses the four themes, their guiding questions, as well as a re-examination of the issue, should be flexible enough to allow for individual interpretation. For these reasons, a major essay assignment is a plausible activity.

Activity 1 (Opener): The Creation of an Ideal Society

OVERVIEW

Students are introduced to a scenario in which they have the ability to create an ideal society. By describing its characteristics, students reveal their attitudes and beliefs. Discussion of these ideal societies provides the basis for inquiry into the influence of the past on the modern world, as well as an awareness of the continued impact of the forces that shaped the modern world. At this point, the issue "To what extent should nations place their interests above those of other nations?" is introduced.

Students possess many ideas about the world today and about what would constitute an "ideal" world. This activity uses these ideals as a starting point to examine the influence of past events on the modern world. In addition, the creation of an ideal society allows students to express their attitudes and beliefs, which are re-examined in the closing activity. Because of the variety of opinions expressed, students will learn to respect the viewpoints of others and will develop creative thinking skills.

PROCEDURE

1. Introduce the activity as an opportunity for students to create an ideal society. Students should focus on the creation of a society that reflects their attitudes about an ideal and not be concerned initially with the question of "how" such a society could be created. This society requires a name, perhaps "NEOGEO." The sample chart on the following page suggests some characteristics to consider. Such a guideline may be used by individual students or small groups of two or three students.

2. Students create an ideal society and prepare to present their creation. The emphasis in presentation and discussion is on beliefs and goals rather than on evaluation of correctness. Teachers may wish to have students share their work before discussion, to make students aware of the variety of viewpoints.

3. To conclude the discussion, ask students to identify the emphasis or focus of each characteristic of their creation. For example, a society with a high priority on military build-up emphasizes national interests before international interests. Students identify the emphasis of each characteristic and summarize the overall emphasis of their ideal society.

4. Remind students that their ideal society is a starting point for examining the issue. Many viewpoints may exist, as shown by the variety of ideal worlds. A re-examination of these creations will occur during the closing activity. Teachers can review students' work for future use in resolving the issue "To what extent should nations place their own interests above those of other nations?"

EVALUATION:	Assign a completion grade for the charts. Formally or informally evaluate students' presentations and participation in discussion.

20A-2

CHARACTERISTICS OF AN IDEAL SOCIETY

Student ______________________

Name of Society ______________________

CHARACTERISTIC	Rank characteristics in order of priority (1–Highest 10–Lowest)	Belief Statement "I or we believe this characteristic is ... because ... "	*EMPHASIS (National or International)
Military Build-up			
General Education			
Social Programs (e.g., welfare, unemployment insurance)			
Relations with Other Nations			
Trade			
Health Care			
Sports Programs			
Resource Development			
Environmental Concerns			
World Problems (e.g., pollution, disaster relief, peacekeeping)			

* To be completed during discussion.

Activity 2: Reasons Behind a Revolution (Brainstorming)

OVERVIEW

To enhance students' understanding of the ideas and forces behind a revolution, it is necessary to make the concept of revolution more concrete. This activity addresses the basic reasons behind and specific actions leading up to a revolution, using personally relevant examples. Students generate the framework "steps" of a revolution through brainstorming. This framework becomes a concrete model against which to compare the ideas and forces behind the French Revolution.

This activity builds a number of skills, including processing (analysing, synthesizing, evaluating information), communication (oral expression), group participation as well as inquiry strategies (critical and creative thinking, problem solving).

This activity requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms and to democratic processes. The activity may be adopted or other procedures used. An alternative approach would be to have students focus on a current situation.

PROCEDURE

1. Ask students to "brainstorm" situations in which their needs or desires are being denied. Remind students of the purpose of brainstorming (to generate ideas and discussion) as well as the rules (accept all ideas without evaluation, build on other's ideas, record all ideas).
2. Focus students' thinking on actions they would take if their needs continued to be denied over a long period. Again, brainstorming is an excellent method of sharing ideas. Procedures 1 and 2 may be done in small or large groups.
3. Students' action lists should be presented in a manner that allows for crosschecking to eliminate identical or similar actions, to produce a master list of actions.
4. Students should rank the actions, stating which action they would undertake first, second, etc. The rankings are necessary to help students understand the perspectives of others. The teacher should also direct the class to consider the consequences of each action. A sample list is shown below.

Action	Purpose Reason	Positive and Negative Consequences
1. Negotiation - talk - debate	To explain our needs	• listen—change • ignore you - no change
2. Protest - sit-in - picket - strike	To get attention apply pressure	• listen—change • punish protesters
3 Rebel - do not obey rules	To show our seriousness	• may lose more rights • punishment
4. Use Force - revolution	Nothing to lose	• prison • punishment

5. Students discuss their reasons for moving from one action to the next with the teacher directing discussion to focus on the changing attitudes and ideas behind each type of action. Some questions teachers may use to focus students' attention include:
   - "What is important to a person who refuses to take action 4?"
   - "When would you move from action 1 to 2?"
   - "Would you always use all types of action? Would you ever skip over a type of action? Why?"

6. Students should record each action, its purpose or reason, the consequences as well as other information generated by the discussion. This list serves as a guide for comparing historic actions taken during the French Revolution and provides insight into the attitudes of those taking such actions. The teacher should inform students that French citizens faced the situation presented in procedure 1: their needs or desires were being denied.

EVALUATION: You may wish to expand this activity to include a written summary of actions and ideas behind a revolution. Or you may wish to have students evaluate the validity of their list after studying the events of the French Revolution.

Optional Activity

Teachers may wish to have students draw generalizations about the relationship between the needs of people and revolutions. One possible generalization is:

"The **more** people's needs are **denied**, the **more likely** revolution is **to occur**."

Key:
- concepts
- **relationship**

GENERALIZATIONS:

Teachers might review the purpose and format of a generalization at this point.

Purpose:	A statement that shows the relationship between two or more concepts.
Format:	Generalizations consist of two or more concepts and qualifiers or phrases showing the relationship.

Activity 3: Analysis of New Ideologies

OVERVIEW

Students are given an opportunity to analyse ideologies developed in the nineteenth century, based on an examination of the changes brought about by industrialization. This activity builds on previous activities in which students have gained knowledge of the concepts of industrialization, urbanization and ideologies.

The specific purpose of this activity is to have students develop an awareness of the various viewpoints held on issues and events. Further, they should develop an understanding of the relationship between the changes brought about by industrialization and current political and economic systems.

In this activity students are to express, in various ways, their understanding of at least one of the "new" ideologies of the nineteenth century: capitalism, conservatism, liberalism, socialism or communism. This presentation, which may be visual, oral or written, is to illustrate a relationship between events, ideas and consequences. Students' work is shared in a large group, to facilitate discussion and appreciation of historical as well as individual viewpoints. Generalizations can also be developed about industrialization and ideologies.

Because of the scope of the activity, many skills can be developed and enhanced. The process skills of information analysis synthesis evaluation are developed. The format chosen by the students will further develop their communication skills in oral, visual and or written expression. Students must think both critically and creatively to analyse the relationship between events and ideologies. Finally, students use their decision-making skills to develop generalizations.

The following procedure is one approach, written to demonstrate the intent of the activity. Many other approaches are possible (such as questioning or RAFTing). Information on the use of guided imagery or fantasy is available in professional journals and libraries. Teachers may choose to begin this activity with procedure 3, with appropriate introduction.

PROCEDURE

1. Through guided imagery students are asked to imagine a scene during the nineteenth century. Have the students relax and focus on the images generated by the reading. Students close their eyes as the teacher reads in a rhythm or pattern that is steady but includes pauses (shown as dots below). Following the reading, a short period should be allowed for students to refocus their thoughts before discussion.

2. Read the following story to develop perspective and generate imagery.

> "Imagine you are waking from a restless sleep...the blanket is thin and the room is cold...you begin to move and feel the effects of yesterday's 14 hours of heavy physical work...how does your back feel as you sit up?...the floor...how does it feel to your bare feet? you dress in the dark pulling on your woollen clothes, feeling the thin spots where the material is worn...you hear the baby cry for a breakfast it will not have...you drink some weak tea and chew on a cold hard biscuit as you leave for the factory...you look over your shoulder at your family and home...what do you see?...their faces...how do they look?...your home...see it, feel it...smell the odours of your home and hundreds of others...look at the street in which you live...feel the cobblestones beneath your worn boots...you hear others walking nearby...you look at their faces, the way they walk, their clothes...what do you see?...what do you know about their lives?..."
>
> "Now you are walking down the hill to the factory beside the river...you smell the river and in the first light of day see your place of work...what do you see? Smell?...you are about to enter the factory for another endless day of hard demanding work...you think about the days and years ahead of you and you feel...what?...what do you feel?..."
>
> - "Now, hold that feeling in your mind. Examine why you feel this way...keep those ideas in your memory..."
> - "Now slowly, slowly open your eyes when you are ready."

3. Students discuss their perceptions of experiences as a factory worker. The purpose is to elicit responses to a shared experience and use them as a starting point to compare the perceptions of other groups of people, such as factory owners, Fabians, etc. Students should record common perceptions and identify the reasons for these perceptions for all groups discussed.

Have students do a RAFT assignment. RAFT is a writing strategy that attempts to take students out of their present roles and into the roles of others.

R – role (worker, owner, etc.)
A – audience (employer, employee, family, etc.)
F – format (letter, report, diary, news report, etc.)
T – tense (past, present, future)

EVALUATION:	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1	
Content • accuracy • completeness						×2
Organization, Neatness • lack of errors						
Role Audience • role addressed throughout • audience addressed						×2
COMMENTS:					Total: 25	

4. Have students develop generalizations about the perceptions, reasons and the ideologies. For example:

   - "Factory owners and entrepreneurs **believed** that individuals should benefit from their efforts and therefore **supported** capitalism."
   - "Many people **seeking solutions** to unemployment and poverty **become** socialists."

   Key:

   - concepts
   - **relationship**

5. Have students express their understanding of the relationship between industrialization and the rise of ideologies. Students should have a clear set of guidelines for the formats, focus and evaluation of their assignment. Examples are:

   - Focus (on questions concepts)
     - Demonstrate the relationship between an ideology (capitalism, socialism, liberalism) and events that lead to its development.
     - Present the world of the nineteenth century from the perspective of a capitalist Fabian, Karl Marx or John Stuart Mill, for example, including the problems, beliefs and changes desired by that person.
   - Formats
     - Cartoon strips, posters, collages.
     - Stories written in first person, as diaries, journals, letters, essays.
     - Speeches by students, role playing characters such as Adam Smith or a factory worker.

6. Students' expressions should be shared, as formats allow, to conclude the activity through a discussion of attitudes and present-day political–economic systems. Teachers may wish to group the presentations by ideologies to help students appreciate variations within ideologies as well as contrasts between ideologies. At this point, students can draw conclusions about nineteenth-century ideologies and modern political–economic systems. For example, the teacher might list the ideologies developed during the nineteenth century and have students list attitudes or beliefs inherent in each ideology. Then students may identify modern political–economic systems that share similar attitudes or beliefs. Further discussion can elicit students' understanding of developments and variations of nineteenth-century ideologies in the modern world.

Activity 3 (Alternative): The Reasons for Imperialism (Semantic Webbing)

OVERVIEW

This activity is designed to further develop the concept of imperialism. It is expected that students will already have a working definition of imperialism and will be familiar with different examples of imperialistic endeavours. With this background knowledge, students will be able to brainstorm, as well as research, the different reasons nations engage in imperialistic action. Students will then categorize and summarize their findings through a semantic webbing diagram. This activity will conclude with students ranking the various reasons for imperialism, from least acceptable to most acceptable.

Through this activity, students should develop an appreciation for other points of view. They will also engage in critical and creative thinking by brainstorming and evaluating the acceptability of imperialism. Finally, several process skills will be developed in this exercise as students search for, categorize and draw relationships among the various causes of imperialism.

Note: This strategy is an adaptation of Topic 10B-1 (Activity 2).

PROCEDURE

1. Write a tentative definition of imperialism on the board. Have students recall various examples of imperialistic actions and ask them to brainstorm reasons for such actions. Record student responses on the board. When all responses have been exhausted, discuss each briefly and ask students to group them in more general categories.

2. Explain that students will be required to research additional reasons for imperialism by using various resource books and/or filmstrips. In a retrieval chart have students list several reasons for imperialism and the advantages and disadvantages for each example. The following chart could be used for this purpose:

Imperialism: Nineteenth-century Europe

A definition of imperialism.....

Reasons for Imperialism	Advantages	Disadvantages
increase trading partners markets	bring in capital to mother country	

Note: Several texts and/or filmstrips could be used as resources for this exercise (e.g., *Our Western Heritage* by D. Roselle and A. Young, 1976, pp. 344-352; *Spotlight on Nineteenth Century Imperialism* by Michael Gibson, 1987).

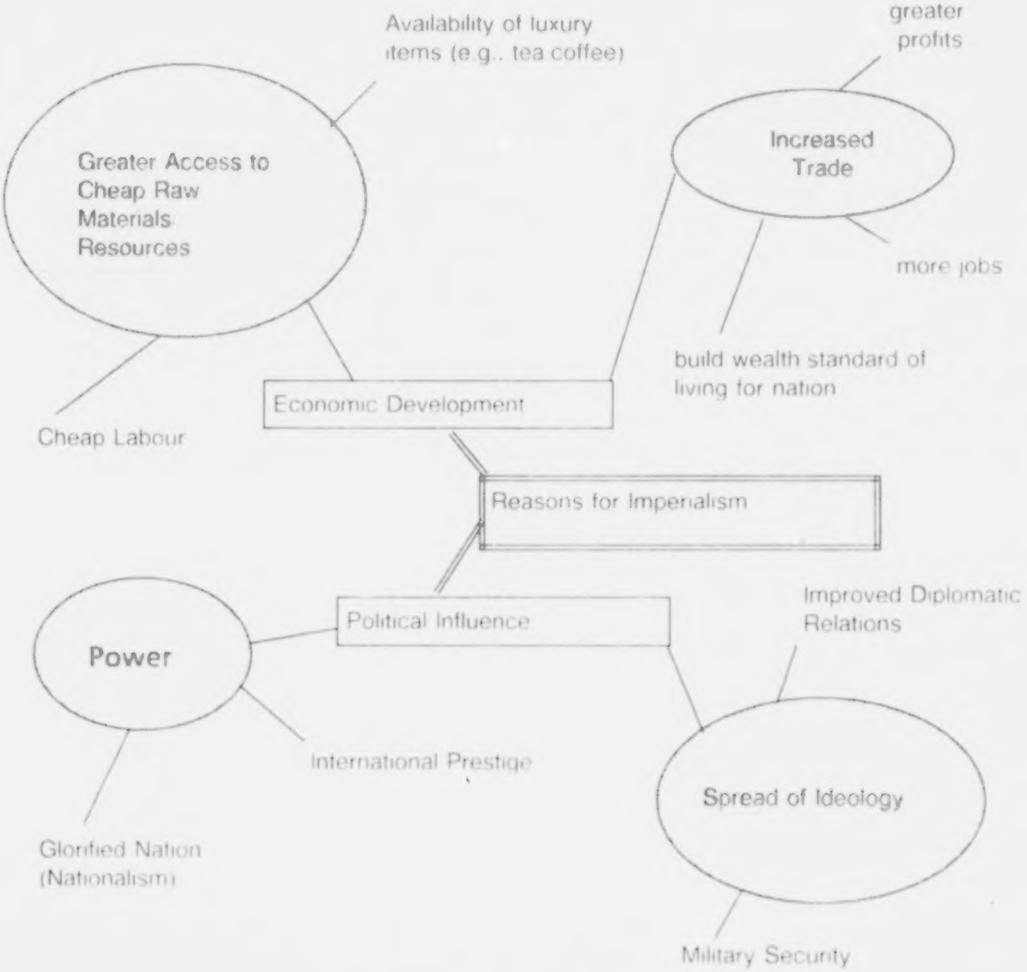
3. After completing the above retrieval chart the teacher can discuss the students' findings and clarify any questions they may have. To prepare students for constructing their semantic-webbing diagrams the teacher should direct the class in categorizing the ideas. For example:

   - What reasons on the list can be grouped together?
   - Why would these be grouped together?
   - What title or heading would you give this group?

Categories might include:

- economic development (e.g., resources, trade, expanded markets)
- political influence (e.g., spread of ideology, prestige, power)
- social cultural influence (e.g., unite common cultures)

4. Students, individually or as a class, create a webbing diagram to organize the categories and ideas generated. An incomplete example is given below:


Availability of luxury items (e.g., tea coffee)
greater profits
Greater Access to Cheap Raw Materials Resources
Increased Trade
more jobs
build wealth standard of living for nation
Cheap Labour
Economic Development
Reasons for Imperialism
Political Influence
Improved Diplomatic Relations
Power
International Prestige
Spread of Ideology
Glorified Nation (Nationalism)
Military Security

5. As a conclusion, students should rank each of the specific reasons for imperialism from most desirable to least desirable. In addition, they could write a multiparagraph composition defending or refuting the following statement: "Nations should engage in imperialistic actions to satisfy their interests."

An alternative is to have students write two or three generalizations about the causes for and consequences of imperialism.

EVALUATION: Have students submit their individual webbing diagrams multiparagraph compositions for evaluation. As well, have students participate in an informal debate on the above-mentioned statement and then grade their participation, communication, and knowledge skills.

Activity 4: Historical Interviews

OVERVIEW

This activity is an evaluation of the concepts studied in the theme of "International Conflict," using participation and communication and inquiry strategies and skills. In addition, this activity provides practice in restating the issues for the topic.

Students organize information on an historical character or group member from World War I, develop a series of interview questions and responses, and present their interview to the large group. The question guiding the research and interviews is "Why did World War I occur?" Within the group presentation, students express their evaluation of the various concepts of international conflict by answering the guiding question.

PROCEDURE

1. Students are divided into research groups to organize information on an historical character or group (from which a fictional, "typical" member is created). Sample characters and groups:
   - Kaiser Wilhelm I
   - Tsar Nicholas II
   - President Woodrow Wilson
   - Archduke Ferdinand
   - French-Canadian anticonscriptionist
   - Serbian nationalist
   - Canadian trench soldier
   - European refugee
   - American pacifist

2. Students research their assigned character or group, using the guiding question as a focus for organizing their information. Questions such as those shown below may be helpful to students and teachers.

   Guiding Question:

   Why did World War I occur?

   Supplementary Questions:

   - What event(s) led up to WW I? Which were most important? Why?
   - What attitudes or beliefs contributed to the outbreak of WW I?
   - What role, if any, did alliances and individuals play in the cause(s) of WW I?

3. **Presentation:**

   Presentation of students' conclusions should involve all group members. Possible formats include:

   - a talk show with the character being interviewed by a host and answering "studio" questions
   - a news conference with a series of "reporter" questions
   - a tribunal where the character defends his or her actions to a panel of judges asking questions
   - a court-martial, trial or other drama involving a final judgment and questioning

4. Following the completion of group presentations, a summary of the various viewpoints can be made. Students can use these viewpoints to assist in the later resolution of the issue **To what extent should nations place their interests above those of other nations?** Teachers may have students note the various forms of national interests expressed in the presentations.

EVALUATION: The presentation by the group lends itself to formal evaluation by the teacher, the group members and or the class members. Sample evaluation formats for group participation and presentation may be found in "Examination of the Impact of Industrialization," Model 23A-2, Activity 3.
Students should be made aware of the evaluation criteria and forms to be used, at the beginning of the activity.

EVALUATION OF GROUP PRESENTATION

CRITERIA	**SCALE**				
	Poor	Fair	Satisfactory	Very Good	Superior
1. Research—depth of information used in the presentation	1	2	3	4	5
2. Questions—quality of the questions asked of the historical character—clarity, smoothness of transitions	1	2	3	4	5
3. Character—quality of the historical character developed	1	2	3	4	5
4. Concepts—inclusion and development of major concepts	1	2	3	4	5
5. Presentation—group ideas, format used and presentation	1	2	3	4	5

Group Members ____________________

Character ____________________

Comments ____________________

Activity 5 (Closure): Resolving the Issue

OVERVIEW

Throughout this model, students have examined the issue "To what extent should nations place their interests above those of other nations? "through four major themes and by answering guiding questions. In this activity, students resolve the issue in written format. A role is adopted by students, to help them reflect on the themes and previous activities. Each student creates a solution to the issue and social inquiry skills are emphasized. This activity gives students an opportunity to develop a personal interpretation of the relevancy of the issue.

PROCEDURE

1. Students review the "ideal society" created in Activity 1, to establish a starting point for discussion of the issue. The teacher might begin discussion with a review of two types of interests, national and international, and the forces that guide those interests. Discussion should also include attention to the themes and guiding questions.

2. The issue should be re-introduced and the purpose of the activity outlined. The written resolution of the issue should meet guidelines similar to the following, to focus and personalize the student's interpretation.

   - role adoption – students adopt a role to focus their writing
   - audience – to whom is the writing directed?
   - format – the format of essay writing, including style
   - topic – what is the issue? The topic must be clear.

   In this assignment, the guidelines are:

   "You are a judge in the 'World Citizenship Court,' with the power to make decisions affecting the lives of all world citizens. Your ruling is of grand scope as it will establish rules of conduct for nations in national and international affairs. The issue facing you today is "To what extent should nations place their interests above those of other nations?" As the nations of the world and their citizens are eagerly awaiting your decision, you are to write a clear, concise essay. It will explain why the issue is important, the attitudes associated with national and international interests and your reasons for the specific rules of conduct."

EVALUATION:	Students should be made aware of the specific expectations used in evaluation. The above guidelines establish a common focus while allowing for personal choice in expression.

SOCIAL STUDIES 20: TOPIC B
INTERDEPENDENCE IN THE GLOBAL ENVIRONMENT

The materials for this topic include two organizational models along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are examples of how to arrange the topic for instruction. The exercises following each model illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic, and closing activities, each of which integrates the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and in the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 20, Topic B.

Specific instructions accompany the exercises and activities; the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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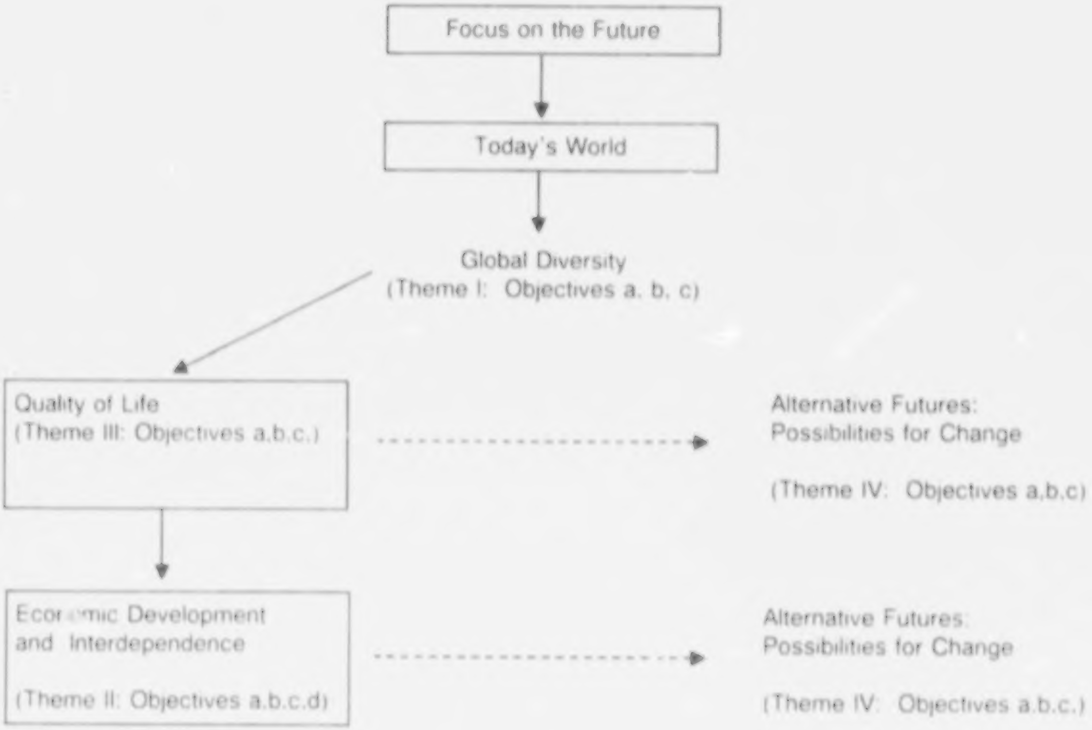
ORGANIZATIONAL MODEL 20B-1

ALTERNATIVE FUTURES


Focus on the Future
Today's World
Global Diversity
(Theme I: Objectives a. b. c)
Quality of Life
(Theme III: Objectives a.b.c.)
Alternative Futures:
Possibilities for Change
(Theme IV: Objectives a,b,c)
Economic Development
and Interdependence
(Theme II: Objectives a.b.c.d)
Alternative Futures:
Possibilities for Change
(Theme IV: Objectives a.b.c.)

Model Description: Alternative Futures

This model focuses on the theme of alternative futures. After initial speculation by students about the future and the recognition of the many alternative futures possible, students examine conditions and actions in today's world. In an overview, students survey the political, economic and geographic diversity that exists in the modern world. Students examine examples such as trade, communications or technology to recognize that nations today are interdependent and that actions taken in one part of the world affect other parts. Students will also explore the effect of national interests on international relations.

Having developed some background knowledge, the students next focus on two general areas that present possibilities for change in the future. They first look at quality of life, examining how this concept is composed of many factors and how it is influenced by people's differing perspectives. Possible questions for inquiry are "What constitutes quality of life? or Should developed countries set the standard for quality of life?" At this point a related global concern such as the spread of disease or demographic pressures can be studied. Students next examine examples of how quality of life is increasingly being affected by global environmental issues. In this examination, students should assess a number of potential solutions and recognize that these solutions often require international cooperation. This study provides many opportunities for the development of further issues and questions, such as "Should nations pay tropical countries to stop the cutting of tropical rainforests?"

In studying issues related to quality of life, the concept of development will have been raised. Study now focuses on its complexity as students examine the local and international factors that influence economic development. Through case studies, students will also examine how countries approach economic expansion in different ways. A question that might be used to organize this section of the unit is "Should economic growth and development be a primary goal for all nations?" The section concludes with an exploration of the alternative futures possible when considering solutions to global concerns such as resource consumption.

The model can also conclude with a summary using the question "To what extent should the world be optimistic about its future?" as a focus. This provides an opportunity for students to draw on the knowledge they have gained in the unit to support their positions.

Activity 1 (Opener): Future Gazing

OVERVIEW

As an introduction to Topic B, students are asked to make predictions about the future by creating the headlines for the front page of a newspaper of the future. Through analysing these predictions and viewing a film depicting different future scenarios, students will recognize that the future cannot be divorced from the present, that its "seeds" are planted now and what we do today will influence the shape of tomorrow. Students should also be able to identify aspects of today's world that will cause the greatest changes in the future.

The activities in this opener highlight creative thinking skills: students will be engaged in brainstorming and writing headlines for speculations on future events. Students will also practise a variety of participation skills in a group brainstorming session, in a task group to complete the front page of their newspaper and in class discussion. Oral and written communication skills will also be used, especially if students are asked to write the lead paragraph of the story to go with their headline. In examining the film, students will learn to interpret visual materials and to use critical thinking to detect bias.

The brainstorming session and task group can be used to encourage students to develop respect for the contributions and ideas of others.

PROCEDURE

1. Introduce the topic of thinking about the future, using articles from a newspaper or magazine regarding predictions of the future, or a cartoon.

   This might lead to a brief discussion about why people like to forecast the future. Questions might include:

   a) If you could have your future completely and accurately predicted, would you take advantage of the opportunities?
   b) If you had the power to predict the future of others, would you tell them the truth?
   c) Is thinking about the future important? Why or why not?
   d) How accurate are predictions about the future?

2. Students form small brainstorming groups to generate their own list of predictions for the future. Imagine you are in a time machine with the dial set for 2020: what would you notice when you arrive?

   Remind students that the purpose of brainstorming is to generate a large number of ideas without evaluation. This can be reinforced through a friendly competition—the group who has the largest list at the end of X minutes wins some small prize.

3. Ask students to work with their group to create the headlines (and if desired, the lead paragraphs) of a front page of a newspaper of the future. Each student in the group is to select one of the predictions they brainstormed to use as the subject of the headline (and lead). The headlines must include local, national and international news items.

   Students might also be encouraged to add "photos" and other creative touches if time permits.

Before proceeding, the teacher might display several headlines (and leads) to serve as models of headline "style."

Example:

> **MACHINES OBJECT OF LABOUR ANGER**
>
> (World Press)
>
> CALDEERTON, ALBERTA -- Last night a group of an estimated 500 people completely destroyed the CompuLab Company plant, the largest computer installation in Western Canada. Damage estimates were well over one billion new dollars said a company spokesperson, A. Smith 101C438.
>
> The destruction seemed to be part of a series of well-organized attacks on automated machinery that took place in all sections of the country yesterday. "I see this labour unrest as a response to the large scale unemployment currently plaguing the country", said Calgary police chief, B. Smith 354R910...

4. When front pages are completed, display them in the classroom. Ask students to survey all the predictions to note similarities, patterns, etc. Follow with a discussion using questions such as:
   - a) What similarities did you notice in the forecasts made by the class? How do you account for these?
   - b) How would you rate the degree of optimism pessimism you have about the future? How do you explain this rating?
   - c) What trends from today do you notice influencing the forecasts you made?
   - d) What variables could alter some of the predictions you have made?
   - e) If students had been asked to do the same assignment 50 years ago, how accurate do you think their forecasts might have been?
5. Introduce "The Future" by telling students the film presents three scenarios of life in the future and by supplying some questions for students to think about or make brief notes on as they view the film. Alternative films about the future could be shown, e.g., The Third Wave.

FILM: THE FUTURE

A Churchill Film, 1981
22 minutes (colour)

Distributed in Canada by McIntyre Media
(1-800-268-1470)

CONTENT: Approach three scenarios for life in the future.

Scenario One:

A world reached through technological advancement. All of our problems are solved efficiently and readily. Our technological mastery of life is complete.

Scenario Two:

The possibilities of collapse: economic, social, ecological. It shows a stark future predicted by those who believe we are not capable of coping with problems such as overpopulation, thermonuclear war and the destruction of the environment.

Scenario Three:

A future brought about by transformation, a change in consciousness from those shown in both previous scenarios. The possibility of solving our problems and surviving becomes apparent.

Suggested questions and discussion points:

a) Briefly describe the three scenarios presented.
b) Which future scenario seemed the most realistic to you? Why? Which of the other scenarios seemed unrealistic? Why?
c) Which future seemed the most desirable to you? Why? What was undesirable about the other scenarios shown? Why?
d) Was the film biased in favour of any point of view? Explain.
e) What feature of the world today do you see reflected in the scenarios? Do the forecasts seem a fair assessment of these features?
f) Were any of your forecasts about the future also shown?
g) Can an individual do anything about the future or is it out of his her hands?

6. The activity concludes with students identifying issues of global concern they expect to see addressed or changed in the future.

EVALUATION: If desired, students' work on the headlines, both individually and as a group member can be formally evaluated. This might involve self, peer and teacher evaluation. Students' notes on the film can also be graded.

Activity 2: Interdependence in the World

OVERVIEW

In the global overview in the unit, students will have examined the diversity and disparity that exists in the world. In this activity, they focus on the interdependence and interaction of nations. The purpose of this activity is for students to understand the concept of interdependence and to be able to provide examples that show the interconnections of the world's nations.

The activity uses an inductive approach, with students examining maps, graphs, photos, articles, etc., that give different examples of interactions in the world. From these, students identify the concept of interdependence and illustrate their understanding by orally or in writing providing further examples.

Students will develop skills in the analysis and synthesis of information. As well, depending on how students present their own examples, they will practise communication skills in speaking or in writing. This activity also encourages students to be aware of and appreciate the interdependent nature of the world.

PROCEDURE

1. Before students enter the class, post around the room examples of interaction between nations, such as:
   - map showing Canada's major trading partners
   - graph showing the contributions of nations to foreign aid
   - brochure from an airline showing their international routes
   - flowchart from a multi-national corporation showing its offices and plants
   - article on an international agreement (e.g., tariffs)
   - article on an economic summit meeting
   - map showing the areas affected by acid rain or the Chernobyl fall-out
   - article on refugees on an international scale
   - photo showing tourists in another country.

2. When students enter tell them that all the data displayed relate to a common idea. They are to examine all the examples and determine what the common factor is.

   Further guidance can be given by telling students to look at each example and ask: What is this about? What does it show? How is it like that example? and so on.

3. After all students have had an opportunity to examine the examples, a discussion of their observations and conclusions about the common idea takes place.

   Discussion concludes with students suggesting other examples of interdependence not shown in the class display.

4. Students are then given the assignment to find another map, chart, article, photo, etc., that illustrates interdependence. They can bring this to class the next day and present it orally as a review and reinforcement of the concept, or they can write a short paragraph to hand in.

EVALUATION: Evaluation of student understanding should be based on their ability to derive the concept from the data and from their ability to provide further examples.

Activity 3: Evaluating Criteria for Measuring Quality of Life

OVERVIEW

To focus students' attention on how definitions and measurement of quality of life are based on different factors, they are asked to develop their own criteria for measuring quality of life. They next compare these criteria with those of other students and with measurement systems described in texts or atlases. Through the explanation of their own criteria and the analysis of others, students should recognize the variety of perspectives on quality of life.

Students will develop skills in the analysis and evaluation of data. Oral communication skills are developed as students defend their criteria. An appreciation that there are different perspectives on quality of life will also be fostered.

PROCEDURE

1. Ask students to imagine that they are consultants for an international aid organization and have been asked to develop a system that can be used to compare the quality of life in various nations in the world.

   Ask students to identify the criteria they would include in their measurement system, to give reasons why each criterion should be included. Students might write their criteria on newsprint to display in the classroom for easier discussion and comparison.

2. In a discussion, ask students to explain and justify their criteria. Discussion might begin by having students note the common criteria that were used and why students felt these reflected quality of life. Then discussion can focus on the uncommon standards used. The discussion might conclude with questions such as:

   - Would people living in different parts of the world agree with the criteria you have established?
   - Are there any other criteria you would add to your list now?
   - Are there any criteria you would delete from your list now?

3. Ask students to compare their criteria with systems developed by others. For example, students could refer to:

   - "Living Standards," a series of maps on socio-economic ranking, food intake, literacy rates and infant mortality found on pages 127-128 *Canada and the World: An Atlas Resource*. Matthews, G.J., and Morrow, R., Prentice-Hall Canada Inc., 1985.
   - "Assessing the Quality of Life." Chapter 6 in *World Prospects: A Contemporary Study* 2nd Edition by Molyneux, J. and MacKenzie, M., Prentice-Hall Canada Inc., 1987.

   Have students identify criteria they did not use and give reasons as to why these might have been used in other ranking systems.

4. The activity concludes with a discussion of "intangible" aspects of quality of life that cannot be measured by statistics. This should introduce the cultural dimension of perspectives on quality of life.

EVALUATION: Since this activity is largely of an oral nature, formal evaluation is difficult. However, a participation checklist can be used or a summary paragraph on students' conclusions about the difficulty of measuring quality of life.

Activity 4: Presentations on Approaches to Economic Development

OVERVIEW

For students to understand the complexity of economic development, they need to analyse the degree of success of various approaches to economic development. In this activity students, working either individually or in small teams, research the goals of development in selected countries, identify both successful and unsuccessful approaches used to meet those goals, and identify factors that contributed to the success or failure of those approaches. Students' research is then presented to the class in an illustrated talk. Students take notes during the presentations and make generalizations based on the examples given. Through the synthesis activities students should come to understand that countries make different decisions on development because of varied needs and circumstances. The activity might conclude with students writing a position paper on the question: "Should economic growth and development be a primary goal for all nations?"

In selecting the nations to be researched by the students it is important that consideration be given to the following:

- Nations selected should reflect the range of political, cultural and geographic diversity in the world.
- Nations selected should also represent varied goals in development and varied approaches to that development.
- Adequate resources should be available for students' research on the nations selected.

In the research stage of this activity, students will be practising and developing skills in gathering, organizing and analysing information from a wide range of sources. In presenting their research to the class, students will also develop their oral communication skills and their skills in constructing appropriate visual aids to accompany their presentation. If the teacher elects to have students work in teams to complete their research and presentation, students will also develop skills in working effectively with others to complete a task. In listening to the presentations and making generalizations, student process skills in summarizing materials and analysing and synthesizing information will also be developed. If the activity is followed by a position paper or test case study, students will also practise their written communication skills in supporting their views with factual details and examples.

Students will also be encouraged to appreciate the interdependent nature of the world by recognizing that development is influenced by international factors and to appreciate the range of views that exist on the goals and approaches to development issues.

PROCEDURE

1. Introduce the assignment by using a short reading or film that shows the same approach to development being used successfully in one circumstance and unsuccessfully in another. This will initiate a discussion of why the approach might have been effective in one example and not effective in the other. Students' responses will likely draw on previous knowledge about the factors that influence economic development.

   Hand out the assignment. Examples of an assignment sheet and evaluation sheet are provided on the following pages. When handing out the assignment, indicate the time allotted, review expectations and describe the criteria for evaluation.

APPROACHES TO DEVELOPMENT: ASSIGNMENT SHEET

Total time given: 4 hours in class

Objectives: Through research from a number of sources you will:

- identify the goals of development in the country you have selected.
- identify examples of successful and unsuccessful strategies used in that country to reach its goals, and
- identify factors that caused the success or failure of these strategies.

You will present your research in an oral presentation to the class, using visual materials such as graphs, charts, maps, etc., to help effectively communicate your information.

You will show your ability to work cooperatively with others to complete a task.

Procedure:

Step One: Planning (15 minutes)

In a meeting with your team, discuss how you will approach the work to be done. Also discuss where you might look for information on the country you have selected.

Step Two: Research (2 hours)

Use the following questions to guide your research:

1. What is the present degree of development in the country you have selected?
2. What prospects does it have for future development?
3. What are the goals of development?
4. What approaches strategies methods are being used to reach these goals?
5. What approaches seem to be most successful? What factors are contributing to this success?
6. What approaches seem to be most unsuccessful?

As you research, use a system to organize your notes and keep an accurate record of your sources.

Step Three: Preparation of Presentation (2 hours)

Meet with your team members to plan your presentation. First decide what information and examples your group will present. Then prepare an outline of your presentation. Discuss how you could use some visual materials to present information more effectively than with words alone. Prepare the spoken and visual part of your presentation, being sure that every team member plays a part in the final product. Rehearse your presentation so you are well prepared and comfortable with it.

EVALUATION:

You will be marked on the **process** you use in this assignment:

Research notes	— organization, completeness (individual mark)	10
	— evidence of breadth of research (group mark)	5
	— accurate bibliography (group mark)	5
Group contribution	— peer evaluations (individual mark)	10
	TOTAL	30

You will also be marked on the **product** you completed, your oral presentation:

Content —		15
Organization —		5
Delivery —		10
	TOTAL	30

2. Students complete their research and prepare their presentation. It may be necessary for the teacher or teacher-librarian (if available) to review the use of current resources such as periodical indexes with students. If needed, the teacher could also provide a short lecture on tips in preparing an illustrated talk such as showing examples of note cards, discussing how visual materials such as posters, charts, graphs, maps or overhead projections could be used effectively, etc.

   To assist students in evaluating the success of various approaches, it would be useful to take time to develop some criteria. A good article to use is "Development — What Does It Mean?" from *Paths of Development*, Student Readings by Access Network and TV Ontario, 1986, p. 26.

3. To facilitate drawing generalizations, the teacher might have students construct a retrieval chart to use as they record notes from the presentations.

4. Ask students to make generalizations about approaches to economic development from the information in the presentation. They might, for example, note common factors that seem to encourage the success or failure of development projects.

   These generalizations can be developed through a directed class discussion, through student work in small groups with the results being presented to the class, or through individual student written assignments.

   Discussion might conclude with the question: "Why do nations make different decisions on how to approach development?"

5. Summary and evaluation of students' understanding can be done by:

   - Having students write a position paper on the question, "Should economic growth and development be a primary goal for all nations?" Students should draw on information from their research and the presentations to support their position.

   - Having students analyse a teacher-designed "test case." For example: The case study "South Korea: Industrialization" in *World Prospects: A Contemporary Study Second Edition* pp. 173–174. Students are given a map, statistical information, etc., on a fictional or actual country (that was not used in the student research). Students are asked to describe what approaches to development they would recommend for this country and their reasons for these recommendations.

EVALUATION: Formally evaluate students on their research notes and bibliography, their presentation to the class (see Sample Evaluation Form attached), their generalizations if written, their position paper or test case recommendations. If students work in teams for their research and presentation, students could also complete a peer and self-evaluation (see *Teacher Resource Manual Social Studies 13 23 33*.Topic A, Model 13A-1, Activity 3 for samples).

SAMPLE EVALUATION SHEET

Subject of presentation ____________________

Evaluated by ____________________________

Group Members

____

____

____

____

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Content:					
Background on the country	___	___	___	___	___
Goals of development	___	___	___	___	___
Example of a successful approach	___	___	___	___	___
Factors contributing to its success	___	___	___	___	___
Example of an unsuccessful approach	___	___	___	___	___
Factors contributing to its failure	___	___	___	___	___

Total 30 ÷ 2 = 15

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Organization:					
Introduction	___	___	___	___	___
Transition in ideas	___	___	___	___	___
Conclusion	___	___	___	___	___

Total 15 ÷ 3 = 5

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Delivery:					
Clarity of pronunciation	___	___	___	___	___
Adequate volume	___	___	___	___	___
Eye contact, gestures	___	___	___	___	___
Use of notes note cards	___	___	___	___	___
Use of visuals	___	___	___	___	___
Evidence of effective group work	___	___	___	___	___

Total 30 ÷ 3 = 10

Comments

TOTAL 30

Activity 5 (Closure): Take Action Project

OVERVIEW

As a conclusion to Topic B, students are asked to select a topic of interest to them that has arisen in the course of the unit. Then students design and complete a project related to this topic. The purpose of this project is to have students address the final stages of inquiry—applying a decision and taking action consistent with that position. Students conclude their project by evaluating its success in a written report. Students could work individually or in small groups depending on the nature of the projects.

Through this activity, students will be developing a wide range of process skills; however, skills in synthesizing information will be highlighted since students will formulate opinions based on the critical examination of information and propose a plan of action. Skills in social and political participation will also be emphasized with students identifying situations in which social action is required, developing appropriate strategies to produce constructive change and developing the personal commitment necessary for responsible community involvement. Through writing proposals for the projects and defending these to teacher and class, the completion of the projects themselves, and the report evaluating the success of the completed project, students will also practise and develop communication skills.

PROCEDURE

1. Outline the assignment (see "Sample Instructions" below) and its evaluation to the students. It would be helpful to have a model proposal to show students.

2. By reviewing their notes and texts individually or in small groups, students identify aspects of Topic B that are of interest to them. These could be shared in a class brainstorming session.

3. Students proceed with the research necessary for the completion of their project proposal. This proposal could take the form of a memo:

   Date:
   To:
   From:
   Subject: Proposal for Take Action Project

   Student proposals are presented to the class to examine their validity. At this point students may need to revise their proposals.

   Note: Depending on the projects, students may need to negotiate the deadlines for their completion.

4. Students complete their projects.

5. Students assess the success of their project in a brief written report. For example, if students wrote a letter to a public official, they would report on the reaction they received to their letter. This report could also be delivered orally to the class.

20B-1

SAMPLE INSTRUCTION: TAKE ACTION PROJECT

Now that you have examined some of the problems and concerns associated with today's interdependent global environment, you are to plan and execute a project to address one aspect of this topic that is of interest to you.

For your project to be successful, it must be carefully planned and thought out. Therefore, you must prepare a written proposal of your project to present in class. This will give the class an opportunity to evaluate the validity of your project before you attempt to carry it out.

Your proposal will include information on each of the following:

Topic: You may choose any topic that deals with some aspect of quality of life or economic development and interdependence. Include in your proposal background information such as:

- what the issue concern problem is
- what are the causes of it
- what are the possible future consequences if it is not addressed
- why it is an important issue concern problem
- what might be done to address it

Audience: Explain who your intended audience will be and why they are appropriate for your project. Include the complete name of the individual or group, title (if appropriate), and address of the audience.

Purpose: In this part of your proposal you must explain EXACTLY what you hope to accomplish:

- what specific action do you want taken?
- how will this action help to address the issue concern problem?

Format: Choose a format that will be most effective for the purpose you have identified. You might consider:

- an article for a magazine or newsletter
- a letter to a government official
- a fund raiser for a particular project
- a petition
- involvement in a development project

In your proposal explain why this format is appropriate. Also include an explanation of any special materials or procedures that you will follow to carry out your project.

Proposal Due:

Project Due:

Evaluation Report Due:

EVALUATION: Formally evaluate the clarity of students' proposals, the finished projects and their evaluation report (either oral or written) of the success of the project. Below is a scale that can be adapted to evaluate the completed projects.

EVALUATION: Take Action Project

Student Name: ______________________

1. Demonstrates a clear awareness of the issue problem concern			
	1 2 3 4 5 6 7 8 9 10	X 2 =	20
2. Appropriate choice of audience			
	1 2 3 4 5 6 7 8 9 10	X 1 =	10
3. Appropriate choice of format			
	1 2 3 4 5 6 7 8 9 10	X 1 =	10
4. Evidence of research			
	1 2 3 4 5 6 7 8 9 10	X 3 =	30
5. Overall effectiveness of project			
	1 2 3 4 5 6 7 8 9 10	X 3 =	30
Comments:		**Total**	100

Activity 5 (Alternative Closure): Computer Simulation – "Decide Your Excellency"

OVERVIEW

After completing their study of Topic B students will find it interesting to apply the concepts and generalizations that they were able to develop throughout the unit. This activity will take the students into the area of critical and creative thinking as they attempt to apply a variety of solutions to the issues that arise in a third-world country.

"Decide Your Excellency" is a game about a hypothetical, yet realistic, third-world country called Abacaxi. Students, either individually or in groups, assume the roles of the newly elected president, Longwe Gutpela, and his associates, to understand better the complexities of development in the third world.

By means of this microcomputer simulation, students will experience the challenges and frustrations of governing a third-world country. In the process, they will have to analyse various development strategies and make difficult decisions. A greater comprehension of the intricacies and interdependence of global systems political, economic, technological, environmental and socio-cultural should grow out of the simulation experience. Perhaps above all, it will create awareness of and empathy with the aspirations and problems of the world's developing nations.

PROCEDURE

1. The computer simulation "Decide Your Excellency" is a part of the "Paths of Development" kit produced by Access Network and TV Ontario. The teacher's manual does an excellent job of setting up the simulation for small group study within a classroom. All of the necessary information is provided as well as operating instructions for the Apple computer and appropriate diskettes. A key aspect of the teacher's manual is the follow-up activities that provide research essay topics as well as creative problem-solving exercises both of which could be used as integral or enrichment activities.

OR

2. The following adaptation of "Decide Your Excellency" allows students to work on the program independently, coming together at the end for a group competition similar to the one outlined in the teacher's manual.

   Indicate to the students that they will be taking on the role of Longwe Gutpela, a politician from Abacaxi, who has just returned home from attending university in Alberta. Longwe Gutpela is about to become president of Abacaxi and has a great desire to share his general understanding about third world problems and what some of the proposals for resolving them are. Longwe Gutpela has attempted to share his understanding of the problems with other government leaders. It is your responsibility to enter the simulation with some of the same background as Longwe Gutpela. By successfully completing activities 1, 2 and 3, you may help to resolve some of the problems facing Abacaxi.

STUDENT INSTRUCTIONS

ACTIVITY 1 – INTERNALIZING THE PRESIDENT'S DOSSIER

Objectives: You will

- acquire the background information on Longwe Gutpela and Abacaxi necessary to make development decisions that are realistic;
- develop reading skills while digesting the information contained in the presidential dossier;
- exercise organizational skills by selecting and arranging in sequence information; and,
- use language skills while sharing a particular portion of information.

Materials:

a) Copies of the President's Dossier for each member. This dossier is divided into four main sections:

  i) Profile of Abacaxi. Extracted from the hypothetical textbook, *A Guide to Developing Nations*, it includes a brief history, maps and comparative statistics.
  ii) Canadian news magazine article. Reproduced from an imaginary magazine, *Canadian Perspectives*, it provides students with an "objective" developed-world perspective on Abacaxi.
  iii) Abacaxi intelligence report. This secret file documents Longwe Gutpela's past activities and includes an intercepted letter, a book review and a report card.
  iv) Memos from the presidential aide. Two confidential memos itemize "Who's Who in Abacaxi" and the major problems confronting development in the country.

b) Copies of the two worksheets for Activity 2 entitled "Notes on the President's Dossier."

Procedure:

1. The information that you gather from the President's Dossier is very important when you start to make decisions at the keyboard as President Gutpela, or one of his advisers. You are to take notes on the worksheets provided. It is essential that you have a sound understanding of the material in the President's Dossier.

ACTIVITY 2 – COMPETITION: SETTING GOALS AND APPLYING STRATEGIES

Objectives: You will

- establish priorities for improving conditions in a third-world country;
- state these priorities as development goals;
- devise strategies to effect improvement;
- apply these strategies over a term of five years;
- compare and analyse approaches taken by various groups following this procedure;
- draw conclusions based on this analysis;
- become aware of the complex and interdependent nature of interest groups and power groups in Abacaxi; and,
- develop cooperative negotiating skills and strategies.

Materials:

a) Printouts of student records from the class management diskette for each participating development team. (These will include the results of popularity polls, as well as economic consequences and the status of development factors.)

b) A bulletin board display area where these printouts and organizational data (teams and members, a calendar) can be displayed for reference purposes.

c) Descriptions of the various characters and groups in the Dossier memo - "Who's Who in Abacaxi."

d) A scoreboard where the results of competition can be posted. Points can be calculated as set out on the following pages:

The final score levels recorded on the computer printout for the Development Factors, the Economic Summary and the Popularity Poll will be compared among the groups. In addition, the final scores will be compared with the goals set for the five-year plan.

Development Factors:

Each time a stated goal is attained or exceeded, 1 point.

Economic Factors:

Average per-capita income: 1 point for attaining the stated objective. Score one additional point for each dollar increase above the objective.

Foreign-exchange reserves: 1 point for attaining the stated objective. Score one additional point for each million dollars secured beyond the objective.

Imports: Score 1 point for attaining the stated objective. Score one additional point for each million dollars worth of exports above target.

Exports: Score 1 point for attaining the stated objective. Score one additional point for each million dollars worth of exports above target.

Government revenues: 1 point for attaining the stated objective. Deduct one point for every million dollars by which expenditure exceeds revenue.

Government expenditures: 1 point for attaining the stated objective. Deduct one point for every million dollars by which expenditures exceeds revenue.

Popularity Poll: For every popularity objective met, 1 point. Deduct one point for every percentage point of popularity.

e) Computer Simulation Disks - "Decide Your Excellency."

Procedure:

1. You will be required to take on the role of someone who lives and works in Abacaxi. As this person, you will become a member of a "Development Team." You will see your teacher to find out your role and your team. The team will have as its major objective the task of improving the social, political and economic situation in Abacaxi and will be scored on the success of its decisions at the end of five years. The team with the greatest overall success at the end of the five-year period is the winner.
2. You must indicate to your teacher when each of the five rounds of the simulation is to be played by the development team. Your team will indicate the completion of a round by turning in a printout of the results of the simulation. The tracking system monitors the scores at the end of each development year, and this is recorded on the printout.
3. Each team meets to establish priorities within its development plan. These then form the basis for decision making at the computer keyboard. The team logs in for Year 1, keys in its goals for the five-year plan, plays Round 1 of the simulation, and prints out the results of its first year in office.
4. After submitting the Year 1 results, the team analyses its position and makes plans for Year 2. Members then play Round 2 of the simulation.
5. On the final date for submitting results, when each team has completed its final printout, the final scores are tallied and the name of the most successful development team is announced.

ACTIVITY 3 – DEBRIEFING DISCUSSION

Objectives: You will

- compare and analyse approaches taken by various groups following this procedure;
- develop generalizations about disparities in distribution and utilization of resources within and among countries;
- discuss the complexities of the problems facing a third-world nation and recognize that some problems have no "best" solution, only trade-offs and compromises; and,
- display critical thinking skills by analysing and evaluating both information and opinions, and also by recognizing biases.

Materials:

- yourself
- notes, printout, etc., from game

Procedure:

1. You will be required to attend a seminar to analyse this project. During this seminar you will be required to formulate a number of supported generalizations.
2. The following is the format that we will be using to develop generalizations. You are to attend the seminar with three to five generalizations in rough.

GENERALIZATIONS ARE STATEMENTS ABOUT THE RELATIONSHIP OF TWO OR MORE CONCEPTS.

It is a good test of a generalization, therefore, to try to recast the statement into the "if...then" form.

If it is cold, then the rain will turn to snow.

If there is a combination of warm weather, large amounts of rainfall and fertile soil, then large amounts of vegetation will be produced.

EVALUATION:

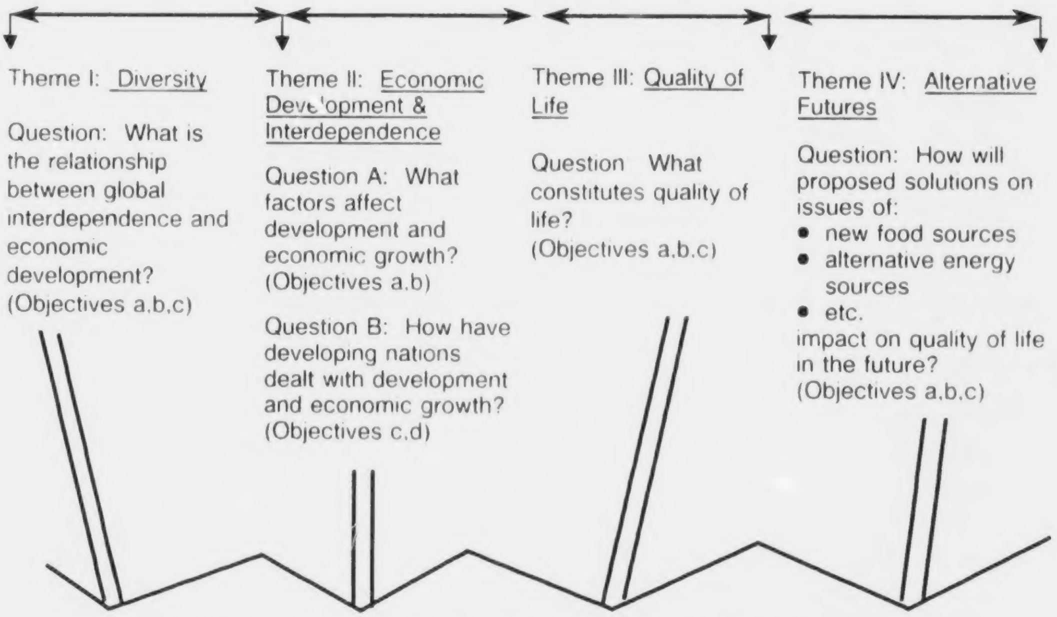
1. Participation Observation checklist used by teacher during simulation.
2. Summative evaluation of research essay and or critical thinking activities.
3. Summative evaluations of generalizations and supporting details.
4. Summative evaluation of student participation in group discussion (See 10A-2, Activity 4.)

ORGANIZATIONAL MODEL 20B–2

A SEMINAR APPROACH

Reflections of Global Interdependence

Opener - Simulation - Global Futures



Theme I: Diversity

Question: What is the relationship between global interdependence and economic development? (Objectives a,b,c)

Theme II: Economic Development & Interdependence

Question A: What factors affect development and economic growth? (Objectives a,b)

Question B: How have developing nations dealt with development and economic growth? (Objectives c,d)

Theme III: Quality of Life

Question What constitutes quality of life? (Objectives a,b,c)

Theme IV: Alternative Futures

Question: How will proposed solutions on issues of:
- new food sources
- alternative energy sources
- etc.

impact on quality of life in the future? (Objectives a,b,c)

Issue: "Should nations be concerned about quality of life in other parts of the world?"

Model Description: A Seminar Approach

This model is based on the idea that resolving complex and controversial issues in a productive manner requires citizens who can talk to one another and successfully negotiate their differences. It is therefore important that students be engaged in meaningful discussion with their peers and teachers. This is ideally dealt with in a seminar situation with a group of five to 15 students.

After participation in an opening simulation that introduces them to interdependence in the world and global issues, the students will focus on one of the four themes. Students will complete teacher-developed activities that are raised by student questions from the simulation so that students will have the opportunity to acquire information (knowledge and concept base), reflect on their stand and build the courage to openly discuss and question others on their position regarding the inquiry question, e.g., diversity - "What is the relationship between global interdependence and economic development?" The teacher could adapt the themes into as many seminars as needed to meet student needs. As each seminar is completed the students will move into new teacher-developed activities to successfully deal with the next inquiry question.

As students complete the necessary activity for each seminar they will begin to see the interrelatedness of the material, issues and possible solutions. **Neither the skills of reasoning nor the confidence to take a stand on an issue or question and discuss it, are acquired quickly or easily**. The discussion and questioning involved in the seminar will become less teacher-directed and more student-centred as they become familiar with the process and as they continue to see the interrelatedness among the concepts. As their knowledge base and understanding grows by moving from theme to theme they will constantly draw on previous material and discussions to help them resolve the new inquiry question. Their communication skills, both oral and written, will improve because of their involvement in activities that require them to clearly express their point of view.

The inquiry questions will lead the class to a discussion of the main issue. "Should nations be concerned about quality of life in other parts of the world?" Closure to this main issue and the model can be brought about by conducting a simulation of the United Nations General Assembly. This will give the whole group a forum for meaningful discussion.

Activity 1 (Opener): Simulation Game

OVERVIEW

As openers, simulation games provide students with an excellent opportunity to "experience" many of the key concepts and generalizations that will be focused on during the remainder of the unit. The simulation game "Global Futures" is an excellent way to introduce the themes, generalizations and concepts in this topic. In particular the simulation game demonstrates:

- the need for international cooperation;
- that the world's future is not predetermined, alternative futures can be designed;
- the interrelatedness of global problems;
- that the present gap between "have" and "have not" countries can be lessened; and,
- the need for long-range planning in present policy making.

The group processes of playing and debriefing this game will lead the students to an appreciation of the diversity and interdependent nature of the world.

PROCEDURE

1. The guide book for playing the game is excellent but requires some careful reading to fully understand the outcomes. It also suggests a variety of ways to debrief the simulation game so that the needs of the students can best be met. The game becomes an excellent generator of questions whose answers will help the students prepare a knowledge base for the seminars that they will be involved in.

The GLOBAL FUTURES game is a dynamic simulation of present and future world conditions in terms of Population, Food, Technology and Education and the relative growth rates of each. Groups of players representing eight socio-economic world regions barter for resources in 5-year rounds (10 minutes in game time) toward the year 2020. Players make collective policy decisions, make errors (reflected in World Destruct Points) and develop optimal strategies to make all of humanity a success. Players come away from the game having gained insight into the interconnectedness of global problems and the need for a cooperative effort to solve them. The game can be played by eight to 48 participants in a two-hour period.

For the complete kit containing Facilitator Manual, a set of 48 Scoresheets, and a Transparency of sample scoresheet for use with overhead projector, contact Earthrise, Box 120, Annex Station, Providence, Rhode Island 02901.

EVALUATION: 1. Personal Response Paragraph on understandings gained from the simulation game.
2. Tentative generalizations can be developed and referred to throughout the unit.

GLOBAL FUTURES GAME-PLAYING DATA

Skill Level:

High school through college (ages 14 and above).

Number of Players:

Eight to 48 players in eight groups of one to six players per group.

Playing Time:

Two to three hours in one period, or less if broken up into two or three periods. Estimated time includes player preparation, playing and debriefing.

Preparation Time for Facilitator:

30 to 60 minutes.

Materials for Players:

Scoresheets, summary rules, pencils and name tags.

Materials for Facilitator:

Facilitator manual, blackboard or newsprint, and an overhead projector (optional).

Physical Needs:

A large room with a flat floor and movable chairs or tables with chairs that can comfortably seat all players with enough room to allow players to move around. The room should be acoustically private to allow for a high level of activity.

FACILITATOR MANUAL OBJECTIVES

- To demonstrate the need for international cooperation.
- To demonstrate that the world's future is not predetermined; that alternative futures can be designed.
- To demonstrate the interrelatedness of global problems: specifically population, food, technology and education.
- To demonstrate that the present gap between the "have-not" countries can be lessened.
- To demonstrate the need for long-range planning in present policy making.

SCOPE

A simulation is a representation or a model of reality, and by necessity, a simplification of the real world. The GLOBAL FUTURES game is a dynamic simulation of present and future world conditions in terms of population, food, technology and education and the relative growth rates of each. Using real-world statistics as futurists and policy-makers, groups of players representing eight socio-economic regions barter for resources in five-year rounds (15 minutes in game time) toward the year 2020. Players make collective policy decisions, make errors (reflected as "World Destruct Points") and learn that long-range planning and international cooperation is required to provide a desirable level of living for every person on the planet during the next 60 years (three generations).

PLAYERS' ROLES

Groups of players represent eight socio-economic regions:

- Africa and the Middle East
- China and S.E. Asia
- Indian subcontinent
- Japan
- North America (Canada and U.S.A.)
- Latin America
- West Europe
- U.S.S.R. and East Europe

Activity 1 (Alternative Opener): Simulation Game

OVERVIEW

Economic growth and development have led to increased global interdependence and global concerns. Sustainable development is a potential solution to global concerns. The simulation game "Stratagem" ties together ideas like energy efficiency and quality of environment, or energy production and standard of living. The game is based on the relationships among the following components of development:

- Population growth and the household consumption of food and material goods;
- Energy production and efficiency;
- Industrial production and social services;
- Food production and environmental protection; and
- International trade and foreign debt.

Stratagem is a game of discovery and decision making, giving students a chance to explore the fundamental principles and complexities of how countries work. Some of the many skills needed or developed by the simulation are:

- Information processing skills, including analysis of complex problems, gathering information, developing goals and planning strategies, reading and research, problem-solving, designing revising, and promoting or opposing proposals.
- Group activity skills, including group problem-solving, persuasive argument or debating, small and large group discussion, diplomacy tact, compromise.
- Skills in graphing and charting, including interpretation, decision-making, mathematics.
- Human relations skills, including bargaining negotiating, helping supporting, persuading influencing, role-playing, self-evaluation and evaluating peers, managing resources, communicating.

Stratagem can be used in several ways:

1. As an introductory, motivating and sensitizing experience to prepare students for the unit;
2. As a means of presenting a major portion of the content (e.g., use with 20B-1, Activity 4);
3. As a way to reinforce the unit or to sum up (e.g., closure activity)

PROCEDURE

1. Introduce and conduct the simulation "Stratagem." For enquirers, call or write Ms. Lesley Grant, Synergistics Consulting Ltd., 54 Berkeley Street, Fourth Floor, Toronto, Ontario, M5A 2W4 (416) 366-3083. (Cost of kit, approximately $200.)

   Limited number of copies are available for borrowing from Alberta Energy, Energy Efficiency Branch. For more information contact Ms.Wendy Palynchuk, School Programs Representative, 2nd Floor, Highfield Place, 10010 - 106 Street, Edmonton, Alberta, T5J 3L8 (403) 427-5200.

EVALUATION: The teacher may wish to informally evaluate students on group participation skills. It is not recommended that the teacher evaluate this activity formally since it is an opening activity meant to stimulate interest in this unit of study.

STRATEGEM

Scope:

Stratagem is a sophisticated simulation game using a game board, playing pieces and a computer. Players take roles as government ministers and run the affairs of their own developing country over a 50-year period. When the game begins, their country is at a stage of economic and social development similar to that found widely in Latin America and Asia today. The goal is to reach a high standard of living and a sustainable level of development by the end of the game.

The challenge of the game is finding a path to sustainable development. Players are given the freedom to implement a wide range of social and economic decisions, but they soon discover that if they are to be successful, their actions must reflect an awareness of the many cause–effect relationships at work in the economy. Much of the enjoyment and richness of the game comes from the lively debates of the ministers as they try to assess the best course of action for their own ministries and the country as a whole. Players must also think through the ethics and the mechanics of their strategy.

The game is not won or lost in the usual sense of the word, although teams can compete with each other in providing the best standard of living for their country. Winning is more accurately measured by the success of the players at keeping their country steadily advancing on a development path of their choosing, despite the obstacles. Players will learn that there is more than one path to sustainable development. Many paths will work and many more will not. Stratagem enables players to develop programs and policies that lead either to success or to collapse. The purpose of the game is to give players the chance to experience the ones that work as well as to learn from the ones that don't.

Playing the Game:

Each player is assigned a role as minister of one of five government portfolios responsible for sustaining the growth of their country and for meeting the short-term needs of their people for food, goods and energy. Starting at a stage of development similar to that found in many Latin American and Asian countries today, the ministers work together as a cabinet making a number of decisions about where to allocate their available food, goods and energy resources. These decisions affect the growth of their population; the extent of their food, goods and energy production capacity; the availability of social services; the quality of the environment; the efficiency of their economy; the level of exports; and the size of their foreign debt.

There are 10 rounds or "cycles" in the game. In each cycle, the set of decisions made by the cabinet influences the development of their country over a five-year period. The ministers use the game board and playing pieces to map out their decisions and at the end of each cycle of play, these decisions are fed into the computer. The computer program models the economy of a hypothetical country, and it processes the players' decisions to calculate the results. These figures become the basis for the next cycle of play.

Note: The figures generated by the computer are the stocks or systems states that characterize the country's stage of development. The simulations are based on interrelationships that can be observed in real life. There is no randomness and no uncertainty in the game. Collectively, the group of players has the information necessary to achieve a high, sustainable level of development, or to raise the level of development while managing their country in a manner consistent with their own personal values. The goal is to reach this higher level of development by the end of the game. The best results are not a matter of chance. They come from mastering the relationships and developing the best techniques for coordinating the decision making.

Number of Players:

As many as four teams can play with each Stratagem kit. Each team needs a minimum of five and a maximum of 10 players. Two players can share responsibility for one portfolio, and sharing is actually recommended since it forces players to verbalize their assumptions, goals and strategies. Learning is more effective when students must discuss and defend their decisions as a group. In total, 20 to 40 students can play with one complete game kit.

Playing Time:

Stratagem conveys many important insights, so it takes time to play. It can be played without interruption in four to six hours, including an introduction and debriefing; or it can be played in cycles during 70-minute class periods, over the course of several weeks or more.

Activity 2: Library Orientation for Seminar Research

OVERVIEW

The seminar approach to this topic requires the student to go beyond the textbook and into research—library research and or investigative research (e.g., first-hand interviews).

The range of materials available for student use is very wide. Students must be made aware of the variety of materials that a library has available on current topics presented in this unit. To intelligently discuss the issues presented in this topic, students need to make use of as wide a range of materials as possible. They need to be able to find and use material from maps, graphs, charts and tables as well as current periodical literature. By having access to a wide variety of current material students will be exposed to a variety of perspectives on global issues and questions. It is therefore of the utmost importance that the teacher and teacher-librarian work together to develop a library research techniques program designed to focus on the content area of this topic.

PROCEDURE

1. The teacher or teacher-librarian should explain why it is necessary for students to be aware of the wide variety of materials available to them.
2. Depending on the level of library research skills of the class ("Oh no! We already know how to use the library") a test could be given to them and anyone achieving 80 percent or better would not have to complete the orientation.
3. The library research orientation can be completed individually or in groups of two. The completed overview sheet should be checked and initialled by the librarian on completion. This checking procedure and a summative quiz will allow both the teacher and teacher-librarian to identify areas that may need remedial instruction to help improve the students' research techniques.

INTERDEPENDENCE IN THE GLOBAL ENVIRONMENT - OVERVIEW SHEET

1. The United Nations publishes a *Demographic Yearbook*. Using the latest edition, find the expectation of life at birth for males in Guinea-Bessau.

2. The *State of the World Atlas* has a section on "Our Daily Bread." R
   912
   Kid
   By looking at the map, find which continent had major famines between 1960 and 1979.

3. One of the most helpful references for the Population unit is the *Encyclopedia of the Third World*. Look up Somalia and find the subheading under which you will find daily per capita intake.

4. *Countries of the World and Their Leaders 1988* has fairly current information. Use this service to find the literacy rate in Singapore and Pakistan.

5. The *Worldmark Encyclopedia of the Nations* has extensive and current information on all countries. Bolivia has had many immigrants in the last 20 years. Why did they go there?
   R
   910.3
   War 1984

6. There are two types of migration—internal and international. Which of these has had the greatest effect on Indonesia? Use the *International Encyclopedia of Population* to find this.

7. List two subject headings in our library you could check to find information on population and food in the future.

8. Find the book *Future Dimensions of World Population*. What is its publication date? Give a reason why you think it would would not be a valuable source of information.

9. How many filmstrips on population does the school have?

10. Who is the editor of the book *Making It Happen: A Positive Guide to the Future?*

11. What is the classification number on the book *Atlas of World Population History?*

12. What is the difference between a book with an "R" above the classification and a book with a number only? e.g., R and 310.02
    Sta

13. Check the vertical files (pamphlet) on Uganda and Jamaica to find an excellent source of material that is common to both countries. Name the series of these booklets.

14. Using the reference book *Europa Year Book 1985*, find out if the birth rate in Yugoslavia increased or decreased since 1971. By what percentage?

15. Almanacs provide fast access to information on many topics. Look up "Madagascar" in the 1987 edition of *Information Please Almanac*. Find the percentage of people who are illiterate.

16. The data on political, economic and social conditions in each country of the world are updated each year in *Statesman's Yearbook*. Use the 1986-87 edition to find the GNP per capita of "The Gambia."

"Overview" and "Quiz" courtesy of Mrs. J. Unrah.

LIBRARY QUIZ

1. Name four specific reference books that would provide current information on countries you may be studying.
2. List two subject headings you would look under for information on this unit.
3. Why is it important to check the copyright date of the books you are using?
4. a) What materials are found in the vertical file?
   b) Why should you consult the vertical file for your research on this topic?
5. How is a book with "R" on the spine different from a book with only a number on the spine?
6. If you cannot locate a specific book for a bibliography, where can you get the information to compile your list?
7. The card catalogue has non-print materials listed as well as print (books). How can you distinguish between the two?
8. What type of book contains information on a variety of topics and is updated each year?
9. Name a book that provides most information in statistical format.

"Overview" and "Quiz" courtesy of Mrs. J. Unrah.

EVALUATION: 1. Pre-test Post-test.
2. Completion mark for overview sheet.

Activity 3: Global Diversity (Map Work)

OVERVIEW

This activity is designed to give the students an overview of the economic diversity to be found in the world today. This will act as one of the lead-up activities to the seminar on the question "What is the relalationship between global interdependence and economic development?" The students are required to acquire, evaluate, synthesize data and make generalizations from a variety of maps, graphs and charts. By gathering these data and preparing them for discussion in a seminar, the students will apreciate that different perspectives exist on quality of life.

PROCEDURE

1. *Canada and the World. An Atlas Resource* and teacher's guide are useful resources to use with this activity. With some modifications this activity can be applied to atlases that contain maps on the world economy.

   After handing out the atlases have students work on the following series of questions.

   a) Define and or explain the following terms:

      - gross national product (GNP)
      - manufacturing
      - industry
      - extracting industry
      - agriculture.

   b) Examine the GROSS NATIONAL PRODUCT Map on p.125:

      - List all the countries with a GNP person of over $5000.
      - Map these countries on a blank world map.
      - Describe the location(s) of these countries.
      - With what factors might GNP person be compared to explain the geographical distribution of the countries with a GNP of over $5000?
      - The top two countries (see chart) may be surprising to some people. What has been the major factor in making these two countries the highest in terms of GNP person?
      - Using the top and bottom countries in terms of GNP, and referring to any other maps in this section of the atlas, suggest whether or not GNP person is a good indicator of living standards. Provide examples to support your opinion.

   c) Refer to the graph entitled GROSS NATIONAL PRODUCT PER CAPITA:

      - Suggest why the developed world is increasing at a rate greater than the developing world.
      - Suggest some of the social and political implications of such a situation as it appears on the line graph.

   d) Compare the GROSS NATIONAL PRODUCT map with the two maps, INDUSTRY and AGRICULTURE:

      - What generalization might be made about countries with a high GNP capita and the contribution of agriculture (percent of GNP)?
      - What generalization might be made about countries with a high GNP capita and the contribution of industry (percent of GNP)?
      - As a check, perform a similar check using low figures for GNP, INDUSTRY and AGRICULTURE.

   e) Refer to the bar graph FOREIGN DEBT OF DEVELOPING NATIONS:

      - Suggest some of the reasons that individuals go into debt (e.g., to buy a new car).
      - Generalize these reasons (e.g., to purchase something wanted or needed before having enough cash to actually pay for it).
      - What is meant by the term "foreign debt"?
      - The graph focuses on "developing nations." Do developed nations such as Canada have foreign debt?
      - Apply the generalizations to the developing nations.

2. Depending on the quality of generalizations developed by students it may be necessary to take some remedial steps to teach the construction of generalizations. The following chart can be made into an overhead to use with students in constructing generalizations. The chart is adapted from *Teaching Strategies for the Social Studies* by James A. Banks.

   a) The chart contains a beginning definition of a generalization.

   b) Next, space is provided to brainstorm concepts or main ideas from content just covered.

   c) The next section deals with showing relationships among the concepts. It also gives examples at the bottom of the page. Students can be asked to show the relationship between the three concepts rain, cold, snow.

   d) The student can then construct generalizations based on the concepts main ideas that they generated previously.

GENERALIZATIONS

Generalizations are statements of the relationships of two or more concepts. These statements may range from very simple to very complex statements.

The key point is that the generalization must express a relationship between two or more concepts. Verb phrases such as grows larger, declines, is influenced by, is associated with, causes changes in or varies with, are often used to describe the relationship between the concepts.

If it is cold, then the rain will change to snow.

If there is a combination of warm weather, large amounts of rainfall and fertile soil, then large amounts of vegetation will be produced.

EVALUATION:

- Completion mark for this activity.
- Completion mark for maps.
- Collect and evaluate generalizations (this will allow for remedial teaching of generalizations if needed).

Activity 4: Developing a Definition of Quality of Life

OVERVIEW

When preparing for a seminar that deals with quality of life and its varying perspectives it is important that the students have a personal definition of the concept. By arriving at a personal definition, the students will recognize that quality of life is defined differently by different people, thus allowing them to draw comparisons between life as a Canadian and life as an inhabitant of other nations. The students will be working individually, in small groups and as a class group to arrive at their definition of quality of life. This group work will, it is hoped, allow them to see the diversity within the class and be able to extrapolate this to the world. The variety of group work will create positive attitudes within the class allowing for the acceptance of different perspectives on quality of life.

PROCEDURE

1. Individually, students list 10 requirements (things they consider absolutely necessary) for a good "quality of life." They should then rank order their list.

2. Students are randomly placed in groups of five and are instructed to reach a consensus, to create a rank ordered list with which they all agree.

3. Have the students come back to a large group setting to discuss the process and outcomes from the small group discussion

   - Could your group agree on a list? Why? Why not?

   (Personal choices and values will make group consensus difficult).

4. On one half of an overhead sheet list the elements of quality of life that the students agreed on.

5. It is important to have some pictures that depict life in other parts of the world. It is also preferable to have people in them. Individually, have the students take on the role of a person in the picture. Again, they are to rank order a list of what they now would consider necessary for good quality of life.

6. Now, going back to the first list on the overhead sheet, have the students suggest items from their role playing list to be placed on the sheet as well.

   a) Discussion – Why would their lists be different? (Cultural, social values, differences in possible expectations.)
   b) Have students attempt to define "quality of life." It is difficult to define because many factors are considered: each society has different combinations considered desirable: individuals within a society have different aspirations.

7. In their small groups of five, students decide on some basic necessities, and establish a minimum set of living standards that every person in every country should have a right to expect.

8. Student groups report to the whole class and a class list is synthesized.

EVALUATION: Student participation in group work (functioning of the group, completion of task) may be evaluated.

Activity 5 (Closure): Model United Nations General Assembly

OVERVIEW

As a conclusion to Topic B, students synthesize and apply the knowledge they have gained to debate issues and questions raised in the unit.

Students imagine they are the United Nations delegate for a selected country who is to speak on at least one resolution in a General Assembly Plenary Session. The resolutions are developed by either the teacher or the students on topics arising from the seminar discussions of the unit or from current issues.

In this activity students must use a wide variety of skills. For example, in preparing for the debate students must use many process skills to research the resolution and the position they will take as a delegate. In the debate itself, students will develop listening skills to identify and evaluate the key ideas of other speakers. Skills in oral communication will, of course, be highlighted as students speak on the resolutions.

As well, this activity encourages the development of a willingness in students to consider a variety of perspectives on global issues and questions.

Note: A thorough explanation of how to plan and run a Model United Nations is found in *Speech and Debate Resource Booklet* Chapter 10, "Organization of a Model United Nations," available through Access Network or the Alberta Speech and Debate Association.

PROCEDURE

1. During the course of the unit instruction, the role of the United Nations was probably discussed. To introduce this activity, it would be beneficial to review the objectives and methods of the United Nations through a brief reading, filmstrip or lecture.

2. The assignment is outlined to students (see sample instruction sheet): students are assigned to or select countries to represent from a predetermined list. The teacher should design this list based on a wide variety of nations represented and the resources available for student research.

3. The resolutions to be debated are either presented (if teacher generated) or developed (if student generated).

   Note: In developing the resolutions, efforts should be made to draw on issues from each of the themes in the topic.

Sample resolution:

PRINCIPLES FOR INTERNATIONAL MANAGEMENT OF DISPOSAL OF DANGEROUS WASTES

The General Assembly,

Noting the threat that the improper disposal of dangerous wastes, including radioactive, toxic chemical and medical wastes, poses to the environment and to human health,

Recognizing that this threat is particularly great for the world's oceans and marine life,

Recognizing the need for international coordination and the development of agreed principles for the management of the disposal of dangerous wastes,

1. Calls for an immediate halt to the dumping of toxic chemical waste, radioactive waste and waste medical materials at sea, whether on the high seas, or in territorial waters;
2. Calls for the development and implementation of measures for the eventual elimination of all forms of dangerous waste disposal at or into the sea, whether directly or indirectly;
3. Calls for an immediate halt to the shipping of dangerous chemicals, radioactive or medical wastes from one State to another, particularly to less developed states, for disposal within their territories;
4. Calls for the development of an international convention to govern the international transportation, handling and safe disposal of such wastes, on the basis of these principles.

MOVER: MEXICO
SECONDER: PORTUGAL
SPEAKERS: ITALY, NIGERIA, BELGIUM

from "Information Package University of Calgary Department of Political Science."

4. Students research the resolution and their country to develop their position.
5. The teacher might also schedule bloc meetings to allow students to meet and discuss their positions and to plan speaking and voting strategies.
6. Before the Plenary Session, the teacher should outline the procedures and rules of debate.
7. With the teacher or an able student acting as president or secretary-general, the assemblies are held. The teacher might also consider having an administrator serve as president during the sessions.

EVALUATION: MODEL UNITED NATIONS GENERAL ASSEMBLY

To conclude our unit on Interdependence in the Global Environment, you will be acting as the delegate to the United Nations for one of the world's countries. The United Nations assembly will run for two classes, during which time you will be expected to deliver a speech on one of four resolutions:

1. Construct a flag and a name card for your country, both of which should be clearly visible to other delegates.	5 marks
2. For the assembly session wear the official dress of the country you represent.	5 marks
3. Prepare and deliver a speech of no more than two minutes on the resolution you have selected (unless you are the mover or seconder of the resolution). Your speech consists of:	
• an opening statement that clearly indicates your country's position on the resolution	3 marks
• three or more well-explained reasons using factual data wherever possible	9 marks
• a conclusion that reaffirms your position and, as much as possible, persuades other delegates to agree with you	3 marks
• delivery of your speech (practise this before presenting it).	5 marks
4. Bonus marks will be awarded to students wishing to be either the mover or seconder of a resolution.	
The mover opens debate on the resolution and may speak for a maximum of five minutes. The mover must demonstrate a thorough knowledge of the topic of the resolution.	5 marks
The seconder closes debate on the resolution and may speak for a maximum of four minutes. The seconder must also have a thorough knowledge of the topic.	5 marks
5. You may also gain bonus points by speaking on other resolutions. After debate has begun on a resolution you must indicate your intention to speak by sending a note to the secretary-general who will place your name on the speakers' list.	
Marks will be given for:	
• offering related facts or evidence in support or rebuttal of the positions given	
• asking an appropriate question.	
Marks will be deducted for:	
• off topic comments	
• disruptive comments or behaviour	
• not following the proper procedures for debate.	
TOTAL	30 marks + Bonus points

SOCIAL STUDIES 30
THE CONTEMPORARY WORLD

Introduction

The Social Studies 30 course, "The Contemporary World," is the course in which many high school students will enrol to obtain credits toward their General or Advanced High School Diploma. There are two topics in Social Studies 30. Topic A, "Political and Economic Systems," includes two themes: 1) political and economic systems in theory, and 2) political and economic systems in practice. Topic B, "Global Interaction in the Twentieth Century," includes four themes: 1) international confrontation and cooperation: an introduction, 2) global interactions: interwar period and World War II, 3) the rise and interaction of the superpowers and 4) contemporary global interactions. Specific process, communication and participation skills, as well as inquiry strategies, are developed in Social Studies 30. Students are also encouraged to develop the positive attitudes listed in the program. Each topic should receive an equivalent amount of time in the course.

As you use this teacher resource manual, you will need to refer back to the *Program of Studies* for Social Studies 10 20 30, so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. The models are not sequential activities that comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

The models and exercises, together with evaluation components, learning resources, and skill development chart and other information in the appendices, will help you achieve the Social Studies 30 objectives.

SOCIAL STUDIES 30: TOPIC A
POLITICAL AND ECONOMIC SYSTEMS

Two organizational models are provided for this topic, along with several exercises and activities to develop the content. The models present a general framework for approaching Topic A and are examples of how to arrange the topic for instruction. Following each model are various activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise. Most exercises also include an evaluation strategy. The various activities in this topic can be adapted for use with other topics and in other social studies courses. As well, activities from other topics and courses can be adapted for use with Social Studies 30, Topic A.

Specific instructions accompany the exercises and activities; the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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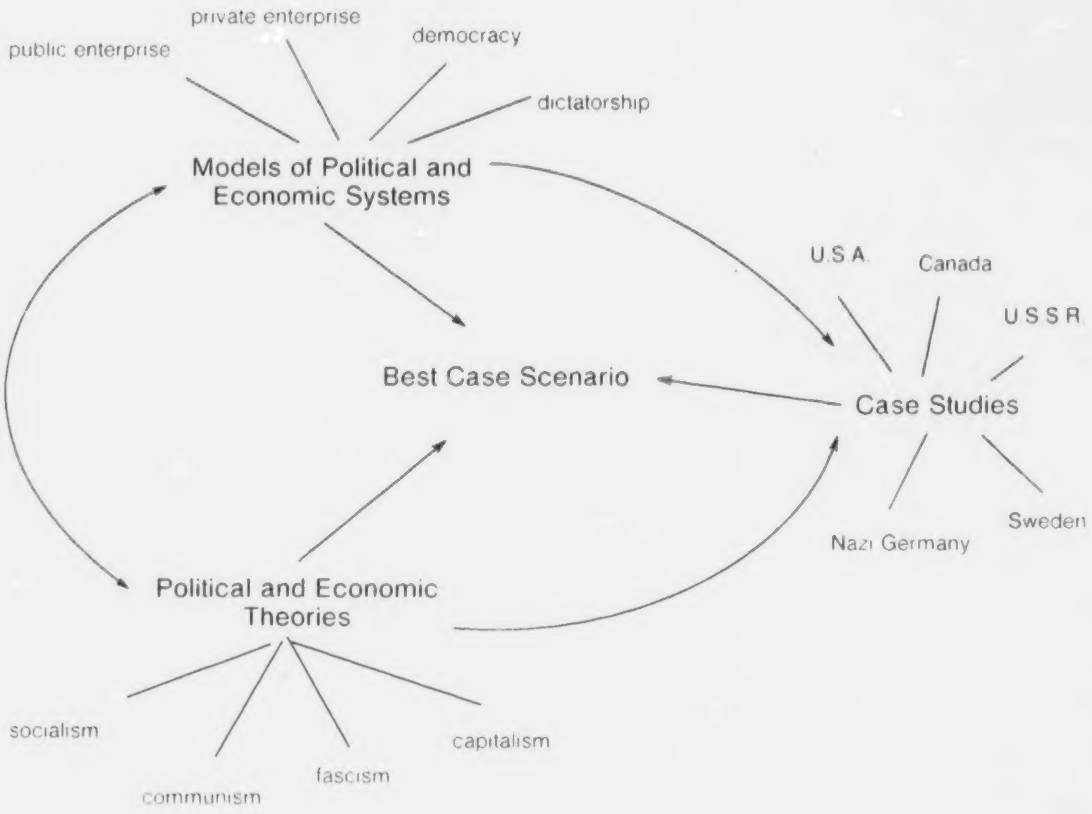
ORGANIZATIONAL MODEL 30A-1

POLITICAL AND ECONOMIC THEORY AND PRACTICE MODEL


private enterprise
public enterprise
democracy
dictatorship
Models of Political and Economic Systems
U.S.A.
Canada
U.S.S.R.
Best Case Scenario
Case Studies
Nazi Germany
Sweden
Political and Economic Theories
socialism
capitalism
fascism
communism

233

Model Description: Political and Economic Theory and Practice Model

This model depicts the relationship between political and economic theory and practice. It is important that students in Social Studies 30 be able to understand both political and economic theories, which either directly or indirectly have an impact on their lives. Even more critical to students is to recognize that countries do not operate under economic theories, but with economic systems based on a combination of theory and practice to suit their particular society.

The model begins with students developing an understanding of political and economic systems. Then students will be asked to develop a creative model of one of the systems so they can demonstrate the transferring of their knowledge to a new situation. These modern systems have originated from political and economic theories of the nineteenth century. The next activity will focus on primary theories of the twentieth century and the key elements of each one. It will also focus on the relationship between basic political and economic concepts and theory.

After they have completed their final activity in the theory section, students will be asked to come up with some generalizations to help explain why countries have modified economic theory in practice.

The next activity has students examining five case studies (U.S.S.R., Sweden, U.S.A., Nazi Germany and Canada) to show the how this modification has occurred and continues to meet the conditions of the times. This should be particularly valuable for students as it provides some concrete examples of how reality affects theory.

Finally students are asked, in a best case scenario format, to determine what they believe would be the economic system (combining theory and practice) best suited for Canada. It is hoped this will produce some creative and critical thought by students as well as demonstrate that they have mastered the objectives of the previous activities.

Activity 1 (Opener): Pitchmen in Russia

Note: There may be a more recent article than the sample given, dealing with a similar theory, (i.e., how countries may suddenly reverse longstanding political or economic ideology).

OVERVIEW

Change, both political and economic, has been rapid in the Soviet Union since Mikhail Gorbachev came to power in the mid 1980s. Students will probably have some awareness of these changes and terms such as *glasnost* (openness) and *perestroika* (economic reform). As an introduction to the following series of activities on economic theory and practice, this activity provides students with one example of how economic theory may change in practice. The article students are to read is "Pitchmen in Russia," *Macleans*, July 25, 1988 pp. 24-25 or a similar more recent article about economic change in the communist world.

Students will draw on a number of skills in the opener, primarily brainstorming ideas and making generalizations. In addition, students should develop an awareness of the difference between theory and practice. This, it is hoped, will give students a basic understanding useful for the remaining activities in the model.

PROCEDURE

1. Students should read the article "Pitchmen in Russia" and look for general ideas (listed below) and not specific, detailed information. For example:

   a) What are the advantages to Canada in dealing with the Soviet Union?
   b) What are the advantages to the Soviet Union in dealing with Canada?
   c) What has changed in the Soviet Union to allow for Canadians to do business in the Soviet Union?

   Students should first record their answers, and then student answers should be recorded on the blackboard.

   Have students make generalizations from the answers.

   Summarize student-generated generalizations on the blackboard

2. Have students discuss the following:

   a) Write the term communism on the blackboard and ask for student reaction. Try to have students react to communism in the political and economic sense.
   b) Perestroika and glasnost should be written on the blackboard and the students asked what they think each word means.
   c) The quotation "What has engendered new enthusiasm among Western businessmen" should be written on the blackboard and students asked why Western businessmen are now enthusiastic about the Soviet Union and what do they think the situation was previously?

3. Finally ask students to analyse the contradictions between the theory of communism and the practice of glasnost and perestroika. It is hoped they will see some general differences, and these can be pointed out as the differences between economic theory (communism) and practice (perestroika and glasnost).

EVALUATION:	It is not recommended that the teacher evaluate this activity formally since it is an opening activity meant to stimulate interest.

PITCHMEN IN RUSSIA

Long after they had devoured all the food on two long tables brimming with appetizers last week, more than 30 Soviet government officials and Canadian businessmen were still in a mood to celebrate. As two bartenders in Moscow's Western-style Mezhdunarodnaya Hotel tried unsuccessfully to signal last call, a group of 10 Canadians and Soviets gathered nearby in a boisterous circle. Then Frank Stronach, chairman of Markham, Ont-based Magna International Inc., the auto-parts manufacturing giant, stepped into the middle, raised a glass of Georgian red wine and gestured toward several Soviet officials. Declared Stronach, who two hours earlier had signed a $25-million joint manufacturing agreement with the Soviets: "I toast bureaucrats who do not behave like bureaucrats and who really help to get things done."

After almost 18 months of negotiations between officials from Magna and the Soviet automobile industry ministry, both sides had good reason to raise their glasses. The Soviets, who are desperate for so-called hard Western currency to use alongside the country's non-convertible rubles, welcome Magna's $5-million investment in the new deal. That represents the largest publicly announced stake invested by a Canadian company since the Soviets began permitting joint ventures last year. Declared Soviet Automobile Industry Minister Nikolai Pugin: "We are very excited at working with people the calibre of those at Magna." But in spite of Soviet leader Mikhail Gorbachev's policy of economic reform, known as perestroika—which has engendered new enthusiasm among Western businessmen—large stumbling blocks remain in the path toward such co-operation.

Magna, which is contributing 20 per cent of financing, will hold 25-percent ownership in the project and will take its profit in the form of Soviet-made machinery. The venture involves the construction and operation of a factory in the Ukraine that will build moulds for the manufacture of Soviet automobile parts. As part of the exchange, 23 Soviet factory employees will go to Toronto to be trained in Magna management methods. The company operates without unions at more than 85 locations and rewards all workers through profit-sharing. When the plant opens next year, Soviet workers, like their Magna counterparts in Canada, will share in 10 percent of any profits the factory makes. Declared Stronach: "The Soviets like the way we do things, and we like the opportunity to do things with them."

Although close to 100 Western firms have signed protocols of intention to engage in joint ventures with the Soviets, less than half of those ventures are now in operation. Many potential investors are wary of Soviet manufacturers' traditional problems with ensuring adequate supply and quality control. As well, business operations are often complicated by the Soviet Union's chronic lack of basic office equipment. Most offices do not have switchboards, which means that untended telephones can ring unanswered for long periods, and some Western observers estimate that fewer than 1,000 Soviets own personal computers. Photocopying and telefax machines are not in wide use, and most long-distance calls to Western countries must be booked hours in advance.

Business executives also complain that the country's joint-venture law, which gives the Soviets a minimum of 51-percent control and the right to appoint the managing director of jointly controlled companies is one-sided and needlessly complex. Many investors balk because of the difficulty in taking profits made in rubles out of the country. "You can do tremendously well here if you know what you are doing," declared Emanuel Vorona, the Moscow-based vice-president of The Seabeco Group Corp., a Toronto-based international group of companies offering consulting and business development services in the Soviet Union. But, added Vorona, "if you do not, you can also go crazy."

To date, few Canadian companies have been able—or willing—to risk such frustrations. Although Canadian Embassy officials in Moscow estimate that the number of visiting Canadian business executives has more than doubled since Gorbachev took office in 1985, only two Canadian businessmen work full time in Moscow. Along with Magna, two other Canadian companies have signed joint-venture agreements with the Soviets. Calgary-based Canadian Foremost Ltd. is marketing co-produced all-terrain vehicles used for oil and gas exploration. And McDonald's Restaurants of Canada Ltd. signed an agreement in April to build up to 20 restaurants and a food-processing and distribution centre in Moscow, although McDonald's officials did not specify either a date of construction or the size of their investment. Said McDonald's Canadian president, George Cohon, who spent 12 years negotiating the agreement with the Soviets: "Breaking into this market is a long process, and you must be very patient."

Although the Soviet Union is Canada's fourth-largest trading partner, Canadian exports there have fallen dramatically over the past three years. From a 1985 total of $1.6 billion, sales fell by 50 per cent over two years to a 1987 total of $800 million. Canadian Embassy officials attribute the drop to a decrease in the value of Canadian grain sold to the Soviet Union as well as a decline in Soviet spending power abroad—caused by a drop in oil prices that are the principle source of Soviet hard currency—and Soviet efforts to reduce their large trade imbalance. During the same period, the total of goods imported from the Soviet Union to Canada rose to $35 million from $27.6 million. Canadian Embassy officials say that the Soviets are adamant that Canada must begin importing more Soviet goods in order to reduce the trade gap.

But many Soviets acknowledge that before that happens, their industries will require dramatic changes and improvements in the quality and quantity of goods they supply. Gorbachev, in a speech to Communist party members in Moscow last month, said bluntly that Soviet industrial planning suffers from "hopelessly outdated notions and formulas, such as production for the sake of production." Soviet factories routinely produce shoddy and defective items, and the Soviet media frequently report startling cases of industrial waste and abuse.

Earlier this year, a reporter for the newspaper Literaturnaya Gazeta said that sausages produced in a Moscow factory were produced under such unsanitary conditions that "one is lucky to find only string, sand or small snails inside." Last year, the Soviet government spent $60 million building a new shoe factory that was supposed to produce two million pairs annually, but after six months the newspaper Trud reported that, because of a shortage of skilled workers, the factory's only output was "orange-colored winter boots for men and some small brightly colored shoes." And it is estimated that in 1987, goods worth tens of billions of dollars were sitting unused in storage, and almost one-quarter of industrial firms fell short of their production targets.

Many Western business executives say that Gorbachev's reform policies represent both a blessing and a problem. Because Soviet decision-making processes have traditionally been highly centralized, potential investors were often able to conduct most of their business with a single official. But many industries are now decentralizing their operations to transfer more power to local managers, and the process has caused both confusion and irritation. Declared Vorona: "Now it is necessary to spend a whole lot of time in different regions talking with workers' committees."

Potential investors say that a more serious problem is the difficulty in taking profits out of the country. Because the ruble cannot be exchanged with Western currency, investors must devise other potential sources of revenue. Some companies, including Molson Breweries of Canada Ltd., which recently signed a contract to distribute its beer in the Soviet Union, sell their products only in the Beriozka (birch tree) stores that cater to foreigners living in Moscow.

Magna's Stronach said that his company plans to recoup its investment by taking its profit in the form of Soviet-produced machinery that his company can use in the West. Meanwhile, the key to the McDonald's agreement is the company's plan to build a huge commissary, which will produce baked goods and meat, potato and dairy products. Some of those products will be exported to McDonald's restaurants in other parts of Europe, where they can be sold for convertible currency.

Still, many Western business executives say that the huge potential of the Soviet market makes its hardships bearable. Said McDonald's Cohon: "This is a population market the size of the United States, and we simply cannot afford to ignore something this size." Gorbachev has said that he would eventually like to make the ruble convertible, which would tie the Soviet Union more tightly into Western markets. Declared Vorona: "This place is just waiting to explode in a positive way."

Some investors add that they find a particular emotional benefit in their dealings with the Soviets. When he concluded his agreement, Cohon said he felt "as though we perhaps managed to move East and West a bit closer together." Stronach, who has been nominated as a Liberal candidate in the next federal election, said he shared the sentiment. "I do not have to wait for politics to do something for people," he declared. "Business can be a positive force, if we use it to bring countries together." For foreign businessmen, and the Soviets, the challenge is to prove that the desires that unite them can outweigh the obstacles they continue to face.

– Anthony Wilson-Smith
Macleans, July 25, 1988, pp.24-25

Reprinted with permission from *Macleans*

Activity 2: Models of Political and Economic Systems

OVERVIEW

Students should proceed to an examination of political and economic systems. Students will be asked to create models of each system which should lead to a better understanding of democracy, dictatorship, public enterprise and private enterprise.

This activity is designed to allow students to gather and interpret information based on a series of questions and then analyse the data. They will then use their creative thinking skills by producing models to demonstrate how well they have learned these systems.

PROCEDURE

1. Students will examine the theory of political and economic systems by using a series of questions to examine the differences between democracy and dictatorship and public and private enterprise.

   The following are sample questions that could be used for this activity:

   Questions for determining economic systems:

   - What, how and for whom are goods produced?
   - How are prices determined?
   - What is the role of supply and demand?
   - How are resources protected?
   - How are goods and services allocated?

   Questions for determining political systems:

   - How are leaders chosen?
   - What roles do citizens have in choosing their government?
   - How are minority rights protected?
   - How are leaders changed?

2. Now that these basic questions have been answered, students should be divided into eight groups. Each group will be assigned one system (private and public enterprise or democracy and dictatorship) which means each system will be assigned to two groups. Each group will develop a model of the assigned system.

3. The group models that have been developed should be placed on a transparency and shown to the entire class on an overhead projector. Each group would then provide an explanation of their model as in procedure two. This provides the teacher with an excellent opportunity to enter into a discussion about political and economic theory and to point out concepts important to each theory.

EVALUATION: Teachers could check to ensure that students have answered the questions (economic and political) from procedure one, either formally or informally. Evaluation could include research, completeness and accuracy.

To make the activity of designing models as creative as possible, formal evaluation should not be attempted. Peer evaluation of group models could occur using a format similar to the following evaluation sheet.

EVALUATION: Model

	Very Good (5)	Good (5)	Satisfactory (3)	Poor (2)	Very Poor (2)
1. Simplicity of design					
2. Completeness of design					
3. Easy to follow					
4. Understanding of theory					
5. Uniqueness					

COMMENTS: Total: 25

Activity 3: Political and Economic Theories (Retrieval Chart)

OVERVIEW

Before students can determine how well certain countries follow particular political and economic systems (examined in Activity 2) in practice, they need to become familiar with the principle features of the major theories from which these systems have developed. In this activity students will use a retrieval chart to research the major characteristics of socialism, communism, capitalism and fascism. (Liberalism and conservatism should be discussed with students as they relate to all four theories.) Because of the length of this assignment, as well as the discussion it should generate, it is best to use a cooperative learning situation with students sharing information.

This activity will reinforce many of the concepts associated with private and public enterprise systems and to a lesser extent democracy and dictatorship. Specific skills emphasized in this activity include process skills of locating, organizing, and interpreting information, oral and written communication, as well as student participation and cooperation in group situations and among other groups.

PROCEDURE

1. Students are to be divided into four groups of five to seven. They will research the theories of capitalism, communism, socialism and fascism using a retrieval chart. Groups will work on each theory. The work load will be divided equally among group members (see chart below). If there are more than 28 students new groups of seven should be formed and they should begin redoing the theories in the following order: capitalism, communism, socialism, fascism.

2. Much of the information required to fill in the chart is found in the following three sources:

   Roselle and Young, *Our Western Heritage.*
   Baldwin, *Ideologies.*
   Powrie, *Political and Economic Systems.*

3. The retrieval chart should resemble the example below:

	Capitalism	**Communism**	**Socialism**	**Fascism**
Economic Elements				
Political Elements				
Historical Perspective				
Major Contributors				
Twentieth-Century Popularity				
Desirable Features				

The following is an example of what each of the categories in the retrieval chart could include (teachers and students could modify the categories to meet particular class situations).

ECONOMIC ELEMENTS

How the economic theory deals with scarcity, supply and demand, prices, distribution, incentives, ownership of property, competition, cooperation, economic planning, government ownership.

POLITICAL ELEMENTS

How the political elements deal with leadership questions, the rights, responsibilities and roles of citizens and how political decisions are made.

HISTORICAL PERSPECTIVE

Where, when and why each theory developed; that is, an examination of the times at which each theory was developed.

MAJOR CONTRIBUTORS AND THEIR CONTRIBUTIONS

Each theory has its major contributors including:
Capitalism – Smith, Ricardo
Communism – Marx, Engels, Lenin
Fascism – Mussolini, Hitler
Socialism – Utopian Socialists (Saint-Simon, Fournier, Owen)

TWENTIETH-CENTURY POPULARITY

Where, when and why each of these theories enjoys (or enjoyed) popularity in this century.

DESIRABLE FEATURES

What are some of the features (if any) that you consider desirable for a society.

4. The group should be organized so that each student is responsible for part of the presentation. Once the charts are completed, each group will then make a presentation to the class. It is suggested that students have neatly written their group's findings and that they are photocopied for the rest of the class. The presentation each group makes can then highlight their group's findings. Teachers can reinforce the learning experience by asking questions of each group and by leading discussions that point out similarities and differences in each theory, and if there are "gaps" in any theory. The teacher should deal with them at this time so that the students have an accurate knowledge of each theory. Teachers should, if necessary, summarize liberalism and conservatism for the students at this time.

5. As a class, the students can then brainstorm what factors they believe could lead a country to modify their political and economic theory. Allow students to produce a data base of as many factors as possible. Then the factors could be classified according to the four concepts below:

   - political realities
   - economic conditions
   - social demands
   - government pragmatism

EVALUATION: There are two parts to evaluate in this activity. The first is the group assignment to complete the retrieval chart, the second, each student's presentation.

EVALUATION: Retrieval Chart

A GROUP MARK	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1	
Completeness						×6
Accuracy						×6
Neatness						×3

B. PRESENTATIONS (Individual Mark)	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1	
Understanding						×3
Clarity of ideas						
Delivery						

COMMENTS: Total: 100

Activity 4: Case Studies: U.S.S.R./Sweden/Canada/U.S.A./Nazi Germany

OVERVIEW

Students in this activity will be given the opportunity to examine how theory is turned into practice through five modern case studies: the U.S.S.R., Sweden, Canada, the U.S.A., and Nazi Germany (1930s). They will look at key political and economic elements in each case study and arrive at some conclusions as to the type of system each country has and why these countries have made changes in basic political and economic theories to meet their society's needs.

In this activity students will be analysing material by determining the relevance of information and determining the underlying values, synthesizing by summarizing and drawing generalizations, and formulating opinions based on a critical examination of information. Students will also develop information by use of a chart to show an understanding of political and economic systems. The resulting ideas should be expressed in clear, coherent paragraphs.

PROCEDURE

Students will complete a number of exercises that will give them an overall perspective of the combination of political and economic systems in today's world.

Students will work on their own to complete all five case studies. Students will examine the differences between economic theory and practice using five case studies: the U.S.S.R., Sweden, Canada, the U.S.A. and Nazi Germany. These will give them an understanding of public and private enterprise, democracy and dictatorship through assessing them on a continuum and examining current political and economic issues.

1. It is suggested that students (with as much help as necessary from the teacher) determine the key elements of political and economic theories that will be compared to the appropriate case study countries. Studies should list the key elements and then determine which are desirable and effective, as well as those that may seem unworkable. (It may be necessary for them to read the appropriate chapters in *Political and Economic Systems* or *Ideologies* for additional information.)

2. After the key elements for each country have been identified, students will complete a chart as a way to measure the degree of democracy or dictatorship and public or private enterprise (see *Political and Economic Systems*, p. 11).

   It is suggested that each of the case studies used in this activity be placed on the chart with a written explanation that justifies the placement.

3. Students will then analyse how and why each case study country has adapted these political and economic theories to meet the practical nature of their society.

   The following is a suggestion of some of the areas students might examine in each case study. Teachers could modify these suggestions depending on which issues are current at the time.

CASE STUDY A U.S.S.R.—public enterprise—dictatorship

Economic	*Political*
- incentives	- choosing leaders
- central planning	- voting
- private property	- rights of citizens

CASE STUDY B Sweden—public enterprise—democracy

Economic	*Political*
- private property	- elections
- government planning	- representation
- workers verses owners	- rights of citizens

CASE STUDY C Canada and or U.S.A.—private enterprise—democracy

Economic	*Political*
- competition vs. monopolies	- elections
- social services	- representation
- government intervention	- rights of citizens

CASE STUDY D Nazi Germany—private enterprise—dictatorship

Economic	*Political*
- private enterprise	- government control
- freedom of choice	- restrictions on citizens
- incentives	- human rights

Resources available to students include:

CASE STUDY A Powrie. *Political and Economic Systems.* Readings 3 and 4.
Baldwin. *Ideologies.* Case Studies 16 and 17.
Macleans. July 11. 1988. pp.22–25
Macleans. March 20. 1989. pp.26–37

CASE STUDY B Baldwin. *Ideologies.* Case Study 19.
Powrie. *Political and Economic Systems.* Reading 5.

CASE STUDY C Powrie. *Political and Economic Systems.* Reading 2.
Baldwin. *Ideologies.* Case Study 21.
Macleans. January 30. 1989. pp.30 - 38.
Macleans. February 6. 1989. pp.28 - 31

CASE STUDY D Powrie. *Political and Economic Systems.* Reading 6.
Baldwin. *Ideologies.* Case Study 10.

EVALUATION:	Have students submit their charts and case study analysis for evaluation. • Students could be evaluated on each of their charts including: - appropriate placement for each country on the chart - clear logical explanation justifying placement • Evaluation of each case study researched by students: - research (depth of information) - accuracy (including completeness) - understanding (main points of the issue

Activity 5 (Closure): Best Case Scenario

OVERVIEW

In conclusion, students will write a position paper on what they believe is the best political and economic system for Canada. Students are free to pick and choose any of the theories (or parts thereof) in the unit as well as the adaptations the countries made in the case studies. Students will be required to determine the problems associated with any political and economic system as well as the benefits to Canada. Finally, they will give reasons why they have made their decision.

In this closing activity, students are using the information and ideas learned in the previous activities. This means students will be analysing, synthesizing and evaluating using decision-making strategies. This should provide students with an excellent opportunity to develop creative and critical thinking skills.

PROCEDURE

1. Students will be given the following essay topic:

   You have had an opportunity to examine the most important political and economic theories of the twentieth century. As well, you have seen how and why countries such as the U.S.S.R., Sweden and Canada have adapted these theories to their own situations.

   Your assignment is to take this information and develop an essay in which you create what you believe is the best political and economic system for Canada.

   Your essay should include:

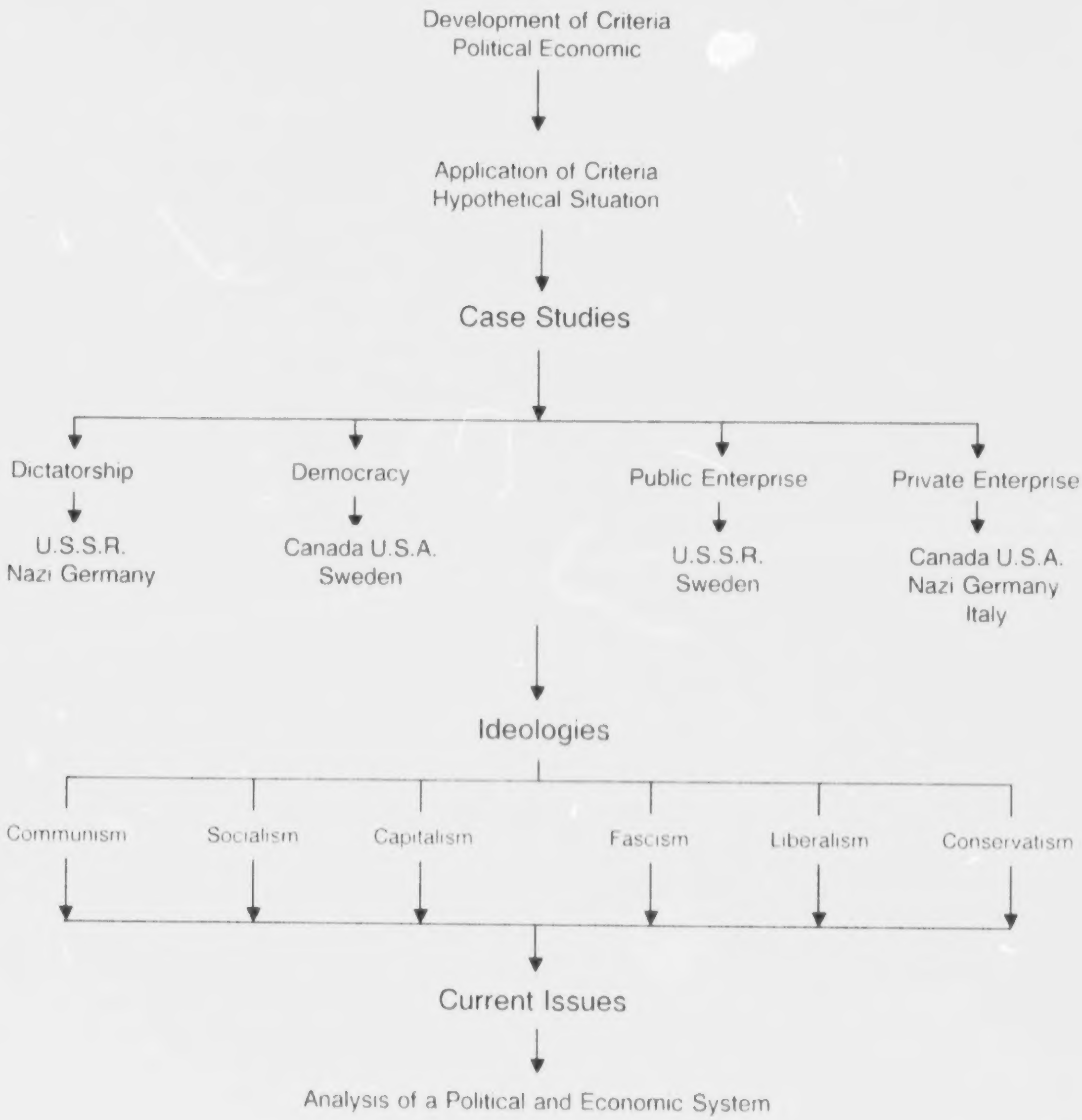
   - The problems issues associated with any economic system (such as dealing with scarcity) and political system (how much freedom and control should individuals have in society).
   - How your system would deal with these problems issues.
   - What you believe would be the benefits of your system to Canada.
   - Why personally you feel it would be the best.

   The essay should be 1000-1200 words in length and include an introduction and a conclusion.

EVALUATION: Teachers should feel free to use the evaluation format most acceptable for their class. The following is a suggested breakdown of marks:

Introduction	10%
Scenario	60%
Conclusion	20%
Composition	10%
Total	100%

ORGANIZATIONAL MODEL 30A-2
CRITERIA ANALYSIS MODEL


Development of Criteria
Political Economic
Application of Criteria
Hypothetical Situation
Case Studies
Dictatorship
U.S.S.R.
Nazi Germany
Democracy
Canada U.S.A.
Sweden
Public Enterprise
U.S.S.R.
Sweden
Private Enterprise
Canada U.S.A.
Nazi Germany
Italy
Ideologies
Communism
Socialism
Capitalism
Fascism
Liberalism
Conservatism
Current Issues
Analysis of a Political and Economic System

Model Description: Criteria Analysis Model

This model uses student-developed criteria for the analysis of political and economic systems. It is designed to allow students to determine the extent of public or private enterprise and the level of democracy or dictatorship found in any country.

The opener is intended to have students develop the criteria (in the form of questions) necessary to do the analysis in the following activities. The involvement of students in creating this criteria is crucial as a basic understanding at this point should lead to greater comprehension later when the tasks become more complex.

Once the criteria have been developed, students will be given the opportunity to apply the questions to a hypothetical situation. Through analysis, students will be able to assess how well the criteria worked. There is an opportunity to modify the criteria before doing a more detailed analysis.

The case studies give students a chance to assess a country, either politically or economically, in greater detail. One of the goals in this activity is for students to become aware that political and economic systems have a theoretical basis and this foundation is modified in practice.

Students will then inquire into political, social and economic elements of ideologies as well as the background and development of each ideology. Students should begin to realize the extent of conflict between the ideological basis of present systems and the need for pragmatic solutions to changing political and economic systems. Some specific current issues facing various countries will be examined to reinforce this struggle between theory and practice.

Finally, students will write a major paper in which they will examine the country's political and economic system. They will apply the criteria to the country, assess the level of democracy or dictatorship and the extent of public or private enterprise and finally determine what modifications they would make to meet their ideal.

Activity 1 (Opener): Development of Criteria for Analysis of Political and Economic Systems

OVERVIEW

This unit revolves around the analysis of political and economic systems. If students can be involved in the formation of the criteria for this analysis the other activities should be more meaningful for them. The criteria can be quite simple with students working first on their own and then in a classroom situation, to come up with most of the questions. A sample of one form the criteria could take will be given in this activity. Students should cross reference their own with the one the class develops.

Students will use creative thinking skills such as brainstorming ideas and demonstrating independent thought. As well, oral participation skills are needed to complete this activity.

PROCEDURE

The best way to proceed with this activity is in two parts, one economic and one political, following the same outline, as students can possibly focus better on political and economic criteria separately.

POLITICAL CRITERIA

1. Students will be asked to think about the following question and write down as many responses as they can independently. "If you were going to examine a country to determine whether or not it was a democracy or a dictatorship what questions would you want to ask?"

2. Once students have compiled their own list the teacher should begin writing questions on the blackboard trying to use as many different student responses as possible.

3. Once the list of questions is completed the teacher should ask students to categorize the questions so, for example, all the questions dealing with voting are together.

   Note: At this point it may be necessary for the teacher to add to the list if it is not complete enough to do the other activities successfully. A list of questions has been included as an example of some of the questions that should be included in the criteria.

4. Before ending this activity the teacher should clarify and or define any terms or concepts that students do not understand. (Keep explanations brief at this time.)

ECONOMIC CRITERIA

Now that the political system criteria have been established, teachers need to repeat procedures 1 to 3 asking this time for the questions students would ask in developing criteria for analysing a country's economic system.

Note: Again a sample list of questions has been included. Students may need more assistance with questions on economics as their knowledge may be weaker in this area.

Now that both sets of questions have been completed, the teacher needs to make a master list so that each student has a copy. It will be used in the following activities.

SAMPLE QUESTIONS:
POLITICAL AND ECONOMIC SYSTEMS ANALYSIS

POLITICAL QUESTIONS CRITERIA:

Does the country have elections?
How often do elections occur?
Who can vote?
Is voting by secret ballot?
How is the leader chosen?
Is there a legislative assembly?
Who controls newspapers, radio and TV?
Is there a one-person one-vote procedure?
Are political parties allowed?
Do political parties represent a wide range of opinion?
Are there interest groups?
Are unions allowed?
Is there basic freedom of press, religion, assembly?
Are courts independent?
Who appoints or elects judges?
If no elections, how is power obtained?
If no elections, how is power maintained?

ECONOMIC QUESTIONS CRITERIA:

How are the three basic economic questions answered?
How are prices determined?
Are there incentives for people who work hard?
Is there free education for all people?
Do senior citizens receive government pensions?
What happens to unemployed people?
How are recessions or inflationary times viewed by the government?
Is private ownership encouraged?

EVALUATION: The development of criteria is a class project that will be used in subsequent activities. As this is an opening activity meant to stimulate interest, it is not recommended that formal evaluation take place.

Activity 2: Hypothetical Country Analysis (Simulation)

OVERVIEW

Once students have completed Activity 1, the criteria for determining economic and political systems can be applied to some simple hypothetical countries. In Activity 2 information on 10 countries will be given to students along with a framework for using their criteria to assess each country. This is a superficial look at countries (information is based on actual countries) but it gives students a chance to apply what they have developed and it introduces them to a number of concepts they will need to know for later activities. Each country is presented in a chart form with seven political categories and three economic ones. Students will assess each category determining whether it is an indication of democracy or dictatorship (political) or public or private enterprise (economic). Finally students will be asked to give a brief overall assessment of each country.

On applying the criteria to 10 different hypothetical countries, students will be demonstrating their ability to interpret information by classifying information, evaluating information by judging inadequacy and validity and then ranking the data. Finally students will synthesize the information by drawing generalizations.

PROCEDURE

1. Students will need to have copies of each of the 10 hypothetical countries that contain the categories of information, a section to determine whether each category is a democracy or dictatorship (political) or public or private enterprise (economic), and a space to give an overall assessment of each country.

   Note: Some of the categories are not discriminatory between democracy or dictatorship (such as political status or constitutions). Teachers need to explore this with students at the end of the activity so they understand that having a constitution does not necessarily make a country democratic.

2. Once students have looked at each country give them the following instructions:
   You are to examine each category separately and determine whether you believe the information indicates whether the country is a democracy or a dictatorship in the political section or an indication of public or private enterprise in the economic section. When you have decided on each category (for example you may have a country with some characteristics of democracy or dictatorship) write the appropriate term in the far right column. Finally, write one or two sentences at the bottom (overall assessment) indicating whether the country is more of a democracy or dictatorship and whether it seems to be a public or private enterprise system.

3. Students should then be divided into groups where they can discuss their analysis with other students. If time is a concern, each group should look at three to five of the countries. Teacher feedback may be necessary at this point. Students in the groups should answer the following questions:

   a) Did we agree on our assessment of each country?
   b) Were some categories better for determining the difference between democracy dictatorship or public private enterprises?
   c) Which questions developed in Activity 1 were useful in completing this activity? Which were least useful?

EVALUATION: Students could be evaluated individually, or as a group, on each assessement by:
- Completeness
- Accuracy of summary statement

Activity 3: Case Studies: A Detailed Analysis

OVERVIEW

In this activity students will be presented with the opportunity to examine selected countries in detail. These countries were selected as case studies of private or public enterprise and democracy or dictatorship. Because of the nature of the case studies, students will be able to apply their criteria and come up with a detailed analysis. They will then evaluate each feature determining whether it is a positive or negative feature.

Students will be asked to organize information into categories, analyze information by determining the difference between fact and value, recognize underlying assumptions and determine relevancy. As well, students will evaluate information through judging its reliability and validity.

PROCEDURE

1. As a class, have students review their list of questions for analysing political and economic systems (see Activity 1) to revise the criteria before proceeding. Students will be doing a more detailed analysis throughout this activity.
2. Students will use these questions to apply to the information on political and economic systems found in the texts for Topic A. See below for a suggested retrieval chart and a sample outline.
3. Once students have completed the first part of the chart where they have answered the questions (criteria) from the information provided in the texts, they will then look at some case studies and again apply the criteria to each case study.

SUGGESTED RETRIEVAL CHART			
System ____________________.		**Case Study** ____________________.	
Questions (Criteria)	System Analysis	Case Study Analysis	Positive or Negative Features

TEXT RECOMMENDATIONS FOR SYSTEMS ANALYSIS AND CASE STUDIES:

Powrie, *Political and Economic Systems*, and Baldwin, *Ideologies* have extensive information on public and private enterprise and democracy and dictatorship as well as a good overview of case studies.

RECOMMENDATIONS FOR CASE STUDIES:

It is suggested that the following match-ups between systems and case studies provide the best opportunity for students to do their analysis:

Democracy	Canada or the U.S.A. and Sweden
Dictatorship	the U.S.S.R. and Nazi Germany
Public Enterprise	the U.S.S.R. and Sweden
Private Enterprise	Canada or the U.S.A. and Nazi Germany or Mussolini's Italy

EXAMPLE

PUBLIC ENTERPRISE - U.S.S.R.

Question	System Analysis	Case Analysis	Positive or Negative Features
How are prices determined?	Prices are determined by a price setting committee considering how expensive it is to produce items (so that the price of oil is more than coal if there is more coal).	Much the same as in the public enterprise system, but may keep prices artificially high or low if the item is considered a necessity or a luxury good	

EVALUATION: The teacher may wish to evaluate individual student's case study.
The following chart could be an effective way to evaluate each case study.

EVALUATION: Case Study

Case Study__________________	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1
System Analysis					
Case Analysis					
Positive or Negative Feedback					

COMMENTS:

Total: 15

Activity 4: Ideologies and Issues

OVERVIEW

The characteristics of political and economic ideologies, out of which today's systems have developed, is the next activity for students. Along with the study of ideologies, students will be asked to research a sample of a current issue that puts these ideologies into conflict with the practical nature of the society. This activity should first leave the students with a general background of the major ideologies of the course: communism, fascism, socialism and capitalism (as well, the elements of conservatism and liberalism). Secondly, students should become familiar with some current issues that illustrate how ideologies come in conflict with the practical nature of societies. Both parts of this activity will be accomplished through a cooperative learning model.

Students will interpret information by selecting the main ideas and key points, then classifying the data, and finally identifying the central issues. Information will be organized by students selecting relevant factual data. As part of the cooperative learning situation, students will develop participation skills in both interpersonal relations and group participation. Finally, students will use a decision-solving model in examining current issues.

PROCEDURE

Students should be placed in groups (five or six students per group) using a cooperative learning model to research communism, capitalism, socialism and fascism. Conservatism and liberalism are difficult ideologies to understand and the teacher may wish to cover them in class or assign them to students with higher than average skills.

1. Each group will be given one of the political and economic ideologies to research. They will be given a list of general topics that will have to be researched, to gain an overall picture of the group's ideology. Each group should divide the work evenly and carry out the research. Teachers should check to ensure the following topics are included in each group's research:
   - major contributors
   - historical background
   - important elements: political, economic, social
   - influence in the twentieth century
2. Once groups have completed the assignment, they are to reassemble as a class and share the information they have collected. Each student should participate in the presentation. After time has been allowed for clarification, questions and comments (from students and the teacher), each group needs to be provided with information from all other groups, so they have a complete set of notes.

EVALUATION: Ideology Group Assignment

a) The criteria selected for research 10 (group mark)
b) The completeness of answers 30 (group mark)
c) The oral presentation to the class 10 (individual student mark)

3. Students will then be put back into the same groups, where they will be given the next assignment. The groups are to examine at least one current issue that has resulted in a conflict between the political and/or economic ideology and the practice of a government. It is important students understand they will have to include the relationship between the issue and the ideology in a question. Finally, they should determine (individually) a position on the issue.

4. To develop a list of issues, teachers will have to determine:

   a) What issues are appropriate for research either by having students suggest them, or give them a sample list and have the students add to it.
   b) How many issues each group should research.
   Note: Some groups may do more issues depending on the complexity of the issues.
   c) The availability of information for each issue.

It is suggested teachers work with the school librarian.

In any case, the research should follow the decision-solving model outlined in the section on inquiry, pp. 9-15. Decision making involves considering alternatives, making a choice and taking action based on the choice.

Issues are matters that are in dispute. They are usually stated in the form of a question—should . . . how should . . . or to what extent should. The following is a sample list of possible issues that may be of interest:

- The effect of political liberalization on the communist system in the U.S.S.R. (glasnost).
- The changes in the communist economic system in the U.S.S.R. (perestroika).
- The role of big business on the capitalist ideal of competition in the U.S.A. or Canada.
- Power sharing in Poland between the Communist Party and Solidarity.
- Political and economic freedom for Eastern European countries.
- The growing cost of providing social services for all people in Canada.

Macleans magazine is a good source for information on these issues.

U.S.S.R.	September 19, 1988 pp. 18-20. October 10, 1988 pp. 22-24. December 12, 1988 pp. 26-37. April 10, 1988 pp. 18-20.
Eastern Europe	August 22, 1988 pp. 12-26. April 17, 1989 pp. 26-33.
Canada	January 30, 1989 pp. 30-38. February 6, 1989 pp. 28-31.

EVALUATION: Issues Group Assignment

a) How well the students applied the problem-solving model 10 (group mark)
b) The completeness of answers 30 (group mark)
c) Variety of sources of information 10 (group mark)

COMMENTS: TOTAL: 50

Activity 5 (Closure): Analysis of Political and Economic System

OVERVIEW

Students will be given the assignment of examining one country in depth to determine (through the use of the criteria developed in Activity 1 and refined in Activity 3) the country's political and economic system.

Students will use a number of research skills including locating, interpreting and organizing the information, and then students will be required to analyse, synthesize and evaluate information.

PROCEDURE

1. Students will be given the following assignment:

   "Each country has a unique mixture of components of political and economic systems, so that no one country is made up entirely of one system. Your assignment is to analyse one country to determine its mixture of the elements of public private enterprise as well as its level of democracy dictatorship. Then you should make some general assessments as to how that country could change to meet your ideal political and economic systems."

   You will complete the assignment in three sections.

   a) A brief history of the constitutional development of the country (200-300 words).
   b) By using 10 political questions and five economic questions developed in Activity 1, you will make up a chart to show how your country answers each question.
   c) You will write a 500-750 word essay explaining the type of political and economic system for your country.
   d) You will briefly explain your ideal political and economic system and how that country could modify its present situation to meet your ideal (500-750 words).

2. It is suggested that a list of countries be presented to students for the assignment following the guidelines below:

   a) Countries be chosen by the teacher in consultation with the librarian.
   b) No more than two students working (independently) on each country.
   c) Countries used in the case studies (Activity 3) will not be part of the list.

   There are a number of excellent resources found in most school libraries, including almanacs, yearbooks and encyclopedias.

EVALUATION: Research Assignment

	Completeness (/5)	Accuracy (/5)	Analysis (/5)	Written Expression (/5)
Brief History				
Analysis of Country				
Essay Component				
Ideal System				

COMMENTS: Total: 80

SOCIAL STUDIES 30: TOPIC B
GLOBAL INTERACTION IN THE TWENTIETH CENTURY

Two organizational models are provided for this topic, along with several exercises and activities to develop the content. An additional organizational model, without activities, is included. The organizers present a general framework for approaching Topic B and are examples of how to arrange the topic for instruction. Following each model are various activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise. Most exercise also include an evaluation strategy. The various activities in this topic can be adapted for use with other topics and in other social studies courses. As well, activities from other topics and courses can be adapted for use in Social Studies 30, Topic B.

Specific instructions accompany the exercises and activities; the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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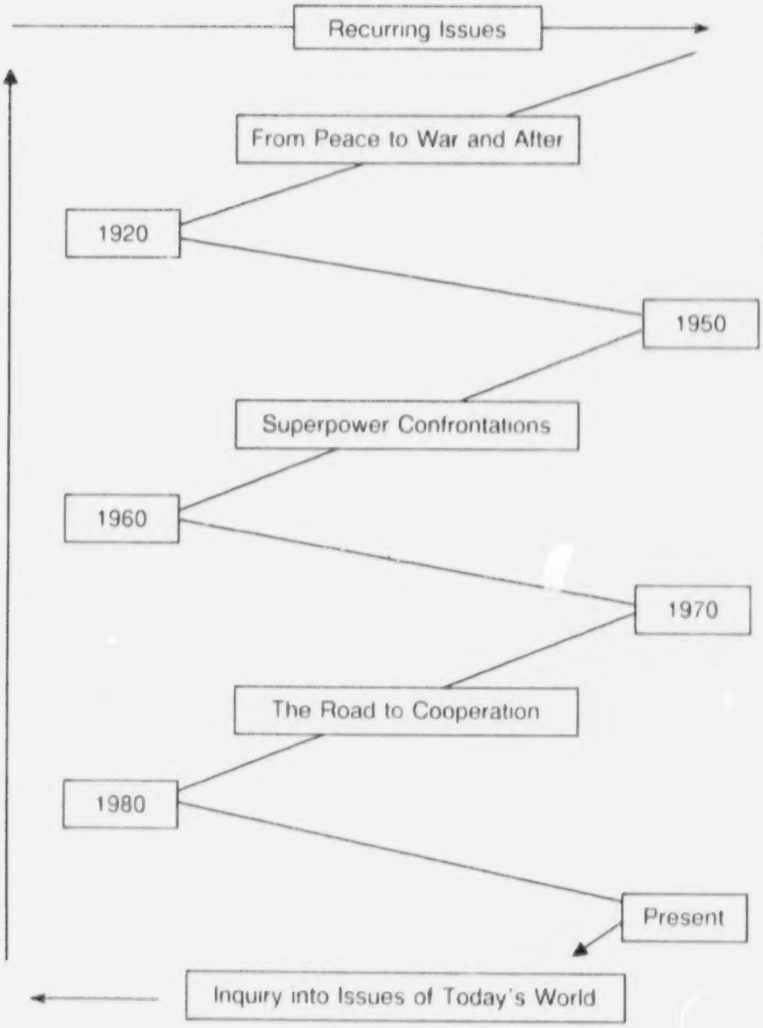
ORGANIZATIONAL MODEL 30B-1
CHRONOLOGICAL-ANALYSIS MODEL


Recurring Issues
From Peace to War and After
1920
1950
Superpower Confrontations
1960
1970
The Road to Cooperation
1980
Present
Inquiry into Issues of Today's World

260

Model Description: Chronological-Analysis Model

This model focuses on global interaction in the twentieth century by using chronological analysis. This means that the activities follow a chronological sequence with an analytical component, from the Treaty of Versailles to current issues. In each activity students will work either in a cooperative learning situation or as individuals.

The opener asks students to examine a current issue (the reunification of Germany) and develop concepts and questions on the root of the issue (e.g., Germany in the 1930s). This should generate interest in "looking back" and set up the following activities.

Activity 2 is a modified chronological study of events from the end of World War II to the beginning of the Cold War. In this section students will examine events in a chronological order but will use research and analytical skills in assessing the significance and concepts involved.

Cold War events from 1950 to 1970 comprise the third activity. Students will be asked to use a retrieval chart that includes questions concerning causes, reasons, outcomes and assessment of the Cold War era. Student generalizations and evaluations will be emphasized in this activity.

A cooperative learning model is used in Activity 4. Students working in groups will make a major presentation on a general theme relating to world events or issues from the 1970s and/or 1980s. Because groups can concentrate on one theme it is expected they will come up with some creative ideas for their final project and class presentations, as well as have summaries of all other themes researched by each group.

Finally, students will use an inquiry model to examine a current issue. This activity is designed so students can work through the stages of one inquiry process and draw conclusions and even suggest a course of action for one issue of confrontation or cooperation in today's world.

Activity 1 (Opener): Recurring Issues: German Reunification – Feasible? Desirable?

OVERVIEW

During 1989 at least three developments indicated that German reunification would be an issue of interest and perhaps concern in the 1990s. One development was a statement by the West German finance minister claiming that there should be German reunification and it should be based on the 1937 German boundaries. The second development is related to the large number of East German refugees who poured over the Hungarian border bound for West Germany. The third development was the change in the communist government and the opening of the Berlin Wall. There have been other more recent calls for reunification in 1990.

For students beginning Topic B in Social Studies 30, this issue provides an interesting opener. Using the two articles provided (or similar more current ones on the same topic) students could come up with a number of questions and concepts related to German reunification today and the background concerning Germany and Europe in the 1930s. Students should be encouraged to use creative thinking skills such as brainstorming, demonstrating independence of thought and stating intuitive thoughts.

PROCEDURE

The two articles provided are examples of how a recent issue can be used to generate interest and awareness in the historical background to the particular issue and to a broader interest in the general curriculum. Teachers are encouraged to examine more recent issues (or use more updated articles on this issue) as the basis of the activity.

1. Students will read the article "Lebensraum All Over Again," *Newsweek* July 24, 1989, p. 25, and be prepared to discuss the major points of the article. Questions could include:
    a) What is controversial about having Germany use its 1937 boundaries?
    b) What is significant about these boundaries?
    c) Why is it important to examine who made the suggestion?
    d) What reactions inside Germany (West and East) could this type of idea encourage? What reaction outside Germany?
    e) What type of information do you think you need to know to understand the reunification issue better?

2. Students will then read the second article "Hope for Unification of Germany Burns Strongly Among Refugees," *Globe and Mail*, Thursday, September 14, 1989 and be prepared to discuss this article.
    a) What evidence is there in the article that German reunification is more of a possibility?
    b) What evidence is there that it is maybe a long way from occurring?
    c) Which article gives you the impression that reunification is a stronger issue?
    d) What type of information do you think you need to know to help you understand the refugee issue better?

3. Optional—If there is a film or video (such as *Triumph of the Will*) that shows German nationalism in the 1930s available it could be shown to give students a first look at the issue at that time.

   Note: The film or video should concentrate on nationalism rather than Hitler's advancements and the coming of World War II.

4. Finally, students could brainstorm and come up with a number of concepts and additional questions about the period before World War II, such as nationalism, ultranationalism, patriotism and expansionism.

EVALUATION: As this is an opener in which students are expressing ideas and opinions no formal evaluation is recommended. Teachers may want to employ observation techniques to record the level of participation for each student in this activity. This could be used in conjunction with other discussion activities throughout the model and form part of a mark given for class participation.

30B-1

LEBENSRAUM ALL OVER AGAIN

Less than two months before the 50th anniversary of the German attack on Poland that started World War II, an issue from that era has sparked a war of words. In a recent reassertion of nationalism, West German Finance Minister Theo Waigel claimed that a reunified Germany would have the right to live within its borders of 1937—which happen to include large portions of what is now Poland (map). The assertion rocked Bonn's coalition government. Last week West German Foreign Minister Hans-Dietrich Genscher said he might pull his Free Democratic Party out of any government that seeks to "turn back the wheel of history."

Territorial questions persist because the war ended without a formal treaty. A 1970 Bonn—Warsaw accord recognizes Poland's right to exist within present borders. But now Waigel, whose Christian Social Union is also a coalition member, says the German Reich did not legally end in 1945. At a rally in Hanover, he told supporters that claims to "eastern German territories" lost after the war are still open.

The spat could not have come at a worse time. Warsaw and Bonn are in the middle of delicate foreign-aid talks, and Chancellor Helmut Kohl hopes to visit Poland this fall. Genscher, meanwhile, fears that Waigel will stir up nationalism and inflame anti-German feeling abroad. Waigel was uncontrite. "I would repeat my speech word for word."

From *Newsweek*, July 24, 1989, p. 25. Newsweek Inc. All rights reserved. Reprinted by permission

HOPE FOR UNIFICATION OF GERMANYS BURNS STRONGLY AMONG REFUGEES

When thousands of East German refugees changed the nationality stickers on their cars after reaching West Germany this week, it was a small symbol of their commitment to their new homeland.

The change, to "D" for Deutschland or Germany, from "DDR," which signifies Deutsche Demokratische Republik, also indicates their hope for a political unification of the two Germanys.

This is a notion several West German newspapers have quietly begun to address in recent days. They and their readers are seized with pride at the arrival of so many long-lost cousins from the other side of a barbed-wire fence that separates 61 million West Germans from 17 million East Germans.

Germany was divided into two spheres of influence several months before the end of the Second World War. The arrangement was ratified when East Germany became a state in October 1949, and starkly underlined in the summer of 1961 when a wall was built around West Berlin.

In Eastern Europe, unification cannot be spoken of publicly, except by politicians who denounce it, insisting that despite a shared language and culture the two Germnanys have separate futures.

With relations between the superpowers improving rapidly, Communist governments in the Soviet Union, Poland and Hungary pursuing liberal economic and social policies, and the arrival of as many as 200,000 ethnic Germans from all across Eastern Europe, speculation about the possibility of a unified Germany is growing.

Nowhere does this idea have more resonance than in the fecund foothills of the Bavarian Alps, where those who have fled East Germany are meeting West Germans for the first time at five Red Cross refugee camps.

"I believe in one Germany and I will continue believing this for as long as it takes to attain it," said Klaus, a laborer taking the long route from East Berlin to West Berlin.

A few metres away, Rainer Forche.,who grew up in a West German village near the East German frontier said: "In my heart there is only one Germany. I'm not against unification, but I'd want to see how it goes."

A possible leader in the slow march toward unification is West German Chancellor Helmut Kohl. Two weeks before Hungary allowed the exit to the West of any East German tourist within its borders who wished to go there, Mr. Kohl said: "The German question is still on the international political agenda."

He meant that relations between the two Germanys should improve and that, with the help of other nations, a way must be found for the countries to work better together. However, almost no Germans residing or working in temporary shelters such as the one that borders an idyllic tree-shrouded stream in the village of Trostberg think unification can be achieved in this century.

For some, the problem is the ossified leadership of the East German Communist Party. Others cannot see how the allies of either Germany will allow it to happen.

"We all want it, but German unification is impossible," said Reinhold Krug, a doctor working in Trostberg with the Knights of Malta, a charitable organization. "The Russians don't want it, and neither does the West.

"As I was born in 1952 I am not old enough to be personally responsible for the war, but there is the shared guilt of all Germans from both sides. There is a fear that if we unify we will be too mighty. There is nothing to be afraid of from a unified Germany, but nobody trusts us. I'm not happy about this, but I understand it."

Detlef Schwitza, another West German volunteer at Trostberg, said: "America isn't a problem because we've been such good partners for 30 years, and this would make us an even stronger partner. But for Russians such a development would be terrifying. Their economy is already a catastrophe. It's not war they're afraid of, it's the German economy."

Annette, a medical student, said she had always dreamed of unification. "But it is nonsense to think it will happen. DDR (East Germany) is so inflexible it won't alter its ideology at all."

– Matthew Fisher
The Globe and Mail
September 14, 1989 *p. A5*

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Activity 2: From Peace to War and After: A Chronological Study

OVERVIEW

This activity is designed to give students an overall perspective of the period, 1920-1950. This section can be confusing for students so a modified timeline may be a good activity to keep numerous events, people and terms clear in students' minds. Modifying the timeline idea to include the significance of events and concepts involved will increase the usefulness of the activity. The amount of work as well as the need for discussion of significant events and concepts involved make a cooperative learning model ideal for this activity.

In this activity students will be involved in locating information, selecting main ideas and stating central issues. Specific skills developed include: identifying and arranging events as part of a chronological series, and interpreting and relating events in terms of continuity and the perspective of time.

PROCEDURE

1. For each significant event, act, etc. students, working in groups of two or three, could develop a chronological timeline between 1920 and 1950. The timeline would include the following:

   Date
   Event
   Summary
   Significance
   Concepts Involved

EXAMPLE:

Munich Conference

Date:	September 1938
Event:	Munich Conference
Summary:	Conference to determine the fate of the Sudentenland major participants—Hitler, Mussolini, Chamberlain. Sudentenland given to Germany in exchange for promise of no more territorial demands by Hitler.
Significance:	U.S.S.R. not included which lead to distrust of west; Hitler did not keep promise.
Concepts Involved:	Appeasement, expansion

The following are some of the concepts that could be developed in this activity:

- cooperation
- self-determination
- containment
- expansion
- supranationalism
- national security
- internationalism
- confrontation
- imperialism
- nationalism
- sanctions
- global security
- appeasement
- alliances
- collective security
- ultranationalism
- reparations
- regional security

The following are some of the events that could be part of students' timeline:

- Great Depression
- Little Entente
- Regional-Kellogg Pact
- Enabling Act
- Invasion of Manchuria
- Munich Conference
- Dieppe
- D Day
- Atlantic Charter
- Berlin Blockade
- New Deal
- Locarno Treaty
- Beer Hall Putsch
- Burning of Reichstag
- Invasion of Ethiopia
- Invasion of Poland
- Yalta
- Hiroshima
- Warsaw Pact
- Truman Doctrine
- Treaty of Versailles
- Treaty of Rapallo
- Mein Kampf
- Anti-Comintern Pact
- Est. of League of Nations
- Battle of Britain
- Potsdam
- Est. of United Nations
- NATO
- Chinese Revolution

2. The period 1920-1950 could be broken down into segments so that each group could be responsible for specific period. Then a class timeline using construction paper could be developed and placed around the classroom.

EVALUATION: The evaluation for this activity should include the following components:

a) Group Mark (50)
A group mark should be assigned including:
- completeness
- accuracy
- level of analysis (significance and concepts involved)

b) Peer Evaluation (10)
Students should be evaluated by each other including:
- willingness to participate
- cooperation
- sharing the work load

c) Examination: Timeline (40)
An exam should be developed so the teacher can determine the level of learning by students. This would include:
- variety of types of questions
- questions addressing knowledge. comprehension
- application and analysis

Total: 100

Activity 3: Superpower Confrontation: Cold War Events 1950–1970

OVERVIEW

This activity continues the chronological model by looking at cold war events from approximately 1950-1970. Students working independently will set up a retrieval chart in which major events of the cold war can be conveniently summarized in a format that students should find easy to complete.

The focus of Activity 3 is on analysing, synthesizing and evaluating information. More specifically some of the skills students will be using include analysing data, drawing generalizations and evaluating outcomes.

PROCEDURE

1. Students will use the following retrieval chart as a basis for examining the major events of the cold war. Teachers should prepare an initial list of events that could be expanded by students as they work through the activity.

COLD WAR RETRIEVAL CHART **EVENT** ____________	
Summary of Event	
Background	
Causes: - immediate - long term	
Reasons for Event - ideological - practical - religious	
Outcome of Event	
Confrontation Cooperation	
Evaluation of New Situation	

Below is an explanation of each section of the chart:

1. Summary of Event: In a few sentences explain whether or not the event is an example of confrontation or cooperation.
2. Background: Describe the important information from the past that is necessary to understand the event.
3. Cause of the Event: Outline the causes
   - long term
   - immediate
4. Reasons for the Event: Indicate to what extent the event was caused by:
   - ideological reasons
   - practical reasons
   - religious reasons
5. Outcome of Event: Describe the outcome (there may be a solution or not)!
6. Confrontation Cooperation What parts of this event were examples of confrontation and which were examples of cooperation?
7. Evaluation of the New Situation: Was the new situation better or worse than the situation before the event occurred?

Some examples of events:

Cuban Missile Crises
Korean War
Arab-Israeli War 1948
Arab-Israeli War 1973
Vietnam War
Berlin Blockade
Berlin Wall
Suez Crises 1956
Czechoslovakia 1968

2. Rather than having students use texts and other books for all their information, teachers could show videos films or filmstrips on many of these cold war events. This would give students some variety and increase the interest level for this activity. Some examples of widely available film videos are:

- The Twentieth Century History Series (BBC)
- Witness to History Series (Guidance associates)
- EAV filmstrips.

EVALUATION: An evaluation process similar to that for Activity 2 is recommended for Activity 3.

a) Retrieval Chart (100)

Each student should complete a retrieval chart on a major event of the cold war and each section of the retrieval chart should be evaluated. The following chart may be helpful.

%	Section	Cogntive Levels
10	Summary of Event	knowledge, comprehension
15	Background	knowledge, comprehension
15	Causes	comphension analysis
15	Reasons for Event	analysis, application
15	Outcome of Event	comprehension, analysis
15	Confrontation Cooperation	synthesis, evaluation
15	Evaluation of New Situation	synthesis, evaluation
100		

b) Exam (100)

An exam should be set to test students' level of learning. It should have a variety of questions appropriate to the students' work. A number of written response questions at various cognitive levels should be developed.

c) Essay (100)

Students could be asked to write an essay of 500-1000 words on the topic: "Which event of the Cold War do you think was most significant and why?"

Activity 4: The Road to Cooperation: Current World Issues 1970–Present

OVERVIEW

In examining today's world many of the outstanding world issues can be traced back into the 1970s or even earlier. This activity (using a cooperative learning model) is designed for students researching a current issue or theme in international affairs.

As well as improving their skills in gathering and assessing data, students will be using critical and creative thinking skills. Particular emphasis will also be placed on oral and visual presentation. Working cooperatively in groups and using interpersonal skills will be required of students.

PROCEDURE

1. Students will be divided into small groups to deal with a specific theme or issue in today's world. The size of class and the number of themes to be dealt with will determine the size of each group. (It may be desirable to alter the numbers in each group according to the amount of time for each theme or issue.)

2. Topics or themes their be based on what are important at the time and assembled with student input. These are broad themes or topics with a number of components so that all group members will have significant input into the finished product and a role to play in the group presentation. All students need to have adequate information on all topics.

3. The group presentations to the class could take many forms such as oral presentations, handouts, maps, films or videos as support material for debates between group members and should be at least 20 minutes in length. Teachers should encourage groups to come up with imaginative presentations. It would be the responsibility of each group to:

   a) Present a proposal as to how they plan to research the theme.
   b) How they are going to present the finished report to the rest of the class.
   c) How they will ensure that the rest of the students have the information from their group.

EVALUATION: The components of this evaluation will concentrate on the group process students used in their activity.

a) Group Mark - Presentation

A mark for the group's presentation to the class could include the following:
- role playing
- oral presentation
- art work
- charts, maps
- video presentation
- uniqueness

b) Group Mark - Written Submission

Most groups will submit a written component. It may be that some will have an actual video- or audio-tape in place of something written. Regardless, they could be evaluated on the following:
- completeness
- accuracy
- organization
- logical expression of ideas and opinions
- extent of research
- use of concepts
- creativeness

c) Individual Mark

This could be based on:
- peer evaluation
- observation by teacher

d) Summary of Themes

The summary of each group's themes (which is to be handed out to all students) is to be evaluated. This is important because it is the only written record students will have of each others' work. A significant mark should be assigned to this portion. Teachers should work with each group to ensure their summaries are complete.

Activity 5 (Closure): Inquiry into Issues of Today's World – A Significant Issue

OVERVIEW

Students are to be involved in an inquiry project about an issue of importance at the time the student is taking the course. The models of inquiry should be based on problem solving, decision making or the social inquiry process. The issues would be chosen by the students. Their choices will be limited in three ways. One, the issues will be current. Two, not all students can do the same issue. Three, issues used will be limited based on the availability of resources.

The major thrust in this activity is the inquiry process. Students will follow a particular inquiry process including defining the issue, developing research questions, gathering, organizing and interpreting information, evaluating information, arriving at a decision and proposing a form of action.
(See pp. 12-13.)

PROCEDURE

1. Students and teachers should identify issues that are of current interest, that focus on the Social Studies 30 curriculum and that contain an element of confrontation or cooperation.

2. The process of inquiry will have to be reviewed with students. Inquiry model chosen should be based on the length of the issues, the amount of information and allotment of time for the activity.

3. Students would then be given some time in the library to begin the research. It is important to remember that this is a current issue assignment so that news magazine and newspaper articles are going to be the primary sources of research material.

EVALUATION: Evaluation in this activity will require a great deal of flexibility as the emphasis will change with the inquiry model used and issue chosen. However, in all cases two elements need to be assessed.

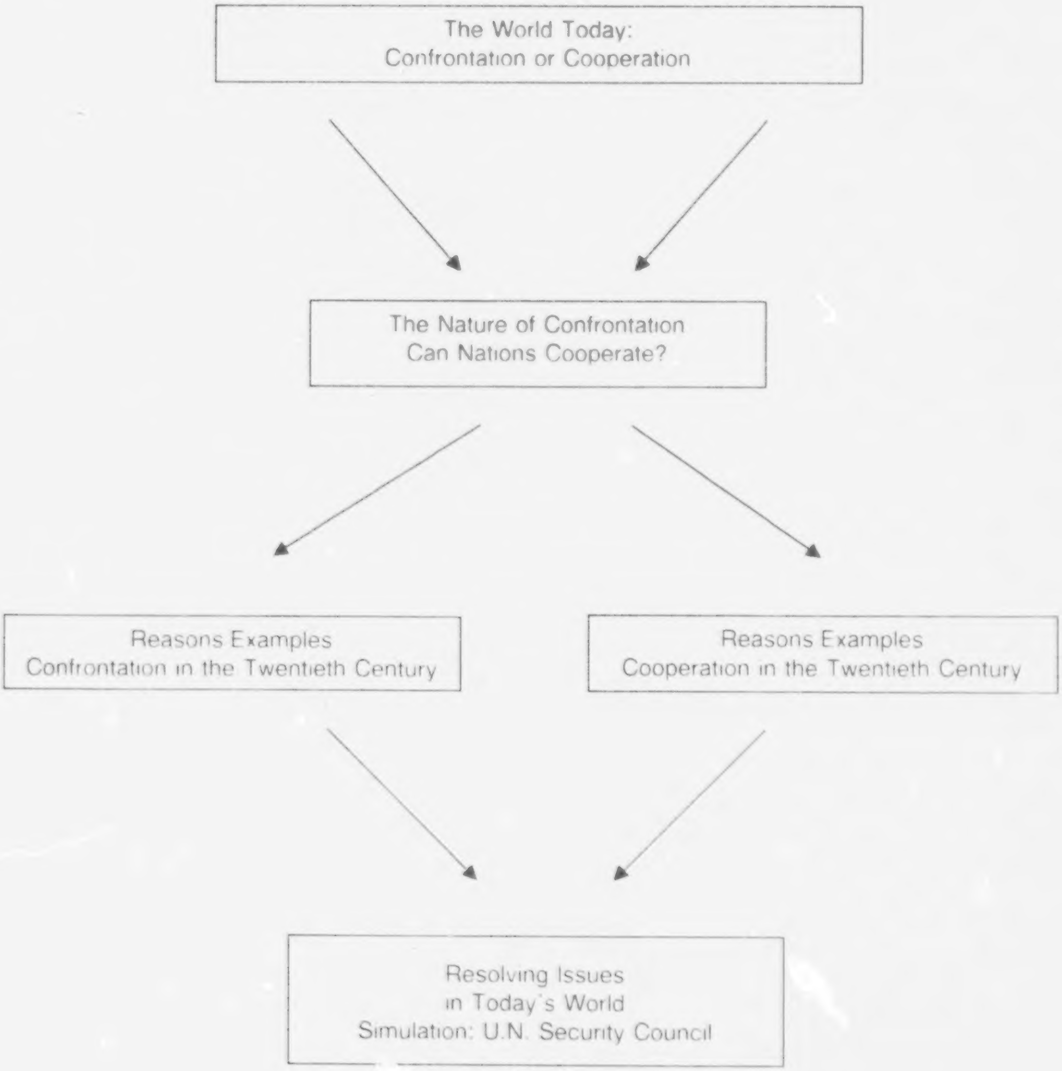
a) Content (40%)

- accuracy of information
- neatness
- logical organization
- well-expressed ideas and opinions

b) Process (60%)

- focus on issue
- knowledge — research component
- comprehension
- analysis
- synthesis
- decisions conclusions
- action plan

ORGANIZATIONAL MODEL 30B-2
INQUIRY-QUESTION MODEL


The World Today:
Confrontation or Cooperation
The Nature of Confrontation
Can Nations Cooperate?
Reasons Examples
Confrontation in the Twentieth Century
Reasons Examples
Cooperation in the Twentieth Century
Resolving Issues
in Today's World
Simulation: U.N. Security Council

Model Description: Inquiry–Question Model

This model uses an inquiry question focus for Topic B. Students will examine the question of whether human interaction leads to confrontation or to long-term global cooperation. Students begin an inquiry of this question with the general state of the world today, examine the concepts of confrontation and cooperation at an intellectual and emotional level, research examples from the Social Studies 30 curriculum and finally debate a current international issue.

Students will begin by focusing on two current world maps. One shows that in 1988 there were over 25 wars world wide. The other map shows the organization of the UN and its agencies around the globe. This opener will introduce the concepts, confrontation and cooperation, and give students the opportunity to speculate on which seems to predominate in the past, present and future.

"Is war part of human nature?" This question is examined in Activity 2. By the use of either a sound-slide program or a film video students will be asked to give their opinions on questions dealing with human nature, the appropriateness of war and the future of lasting peace.

By using concept-webbing diagrams, students will research the important areas of confrontations outlined in the Social Studies 30 curriculum. It is hoped that students working first from a conceptual level will not only become familiar with the factual content but the interrelationship among concepts where confrontation is concerned. Some forms of cooperative learning are suggested in this activity.

Activity 4 concerns cooperation in the same (1920–present) timeframe as Activity 3. Students will determine reasons why they believe nations would want to cooperate with one another and then research various forms of cooperation using a retrieval chart to gather data. They will then speculate on the future of cooperation among nations in international affairs.

Finally, in Activity 5 students will be given the opportunity to put the concepts of confrontation and cooperation into practice. This will be done through a simulation of a United Nations Security Council meeting. Students representing various countries will debate a current international issue and attempt to resolve it through a cooperative solution.

Activity 1 (Opener): The World Today – More Confrontation or More Cooperation?

OVERVIEW

Two major concepts in Topic B are confrontation and cooperation and students could examine these as an opening activity. They will be asked to examine two maps of today's world. Maps may be available or the teacher will have to make them. One world map would show the world's wars or conflicts during the previous year (example: the map at the end of this activity illustrates some of the conflicts during 1988). The map should include a description, the length, the total number dead and the percentage of civilians killed. A second world map would give the location of the members of the United Nations as well as the location of numerous UN organizations (example: "A Descriptive Map of the United Nations" Map No. 3105 Rev. 9 United Nations August 1988). The activity developed around these maps asks students a number of questions which should increase their understanding of the concepts of confrontation and cooperation and how both are part of the daily international scene.

Students in this activity should be demonstrating some creative thinking skills. These include brainstorming to collect novel and wide-ranging ideas, predicting trends and demonstrating independence of thought.

PROCEDURE

1. Students should be given a copy of each of the maps and examine them carefully. They should divide their notepaper in half so that there are two columns, one for the UN map and the other for the World at War map. Then they should answer each of the following questions in the appropriate column.

   a) What is your first impression of each map?
   b) What does and or does not surprise you?
   c) Do you think this is an accurate picture of confrontation and cooperation in the world today?
   d) What other examples of confrontation (besides war) and cooperation (besides the UN) can you list?

   The answers to these questions should be shared in a class discussion and the ideas compiled on the blackboard.

2. Students will now be asked to determine the balance between confrontation and cooperation today and in the past.

   Note: For the most part this is speculation on the part of students and is only done to generate some interest in the areas they will be studying during this unit.

   Construct a continuum similar to the one below and ask students to speculate about the level of confrontation and cooperation in the decades from the 1920s to the 1980s. There will be a new continuum for each decade.

   A large continuum should be drawn on the board for each decade and have students place their "X" for each decade on the board. Students could then compare and contrast the class results.

Total Confrontation | Equal Amount | Total Cooperation

1920s ____________________

1930s ____________________

1980s ____________________

3. Finally, students should be asked their opinion as to the future. What do they see happening in the 1990s? Have students write a paragraph on whether they see confrontation increasing or cooperation increasing and some general reasons for their prediction.

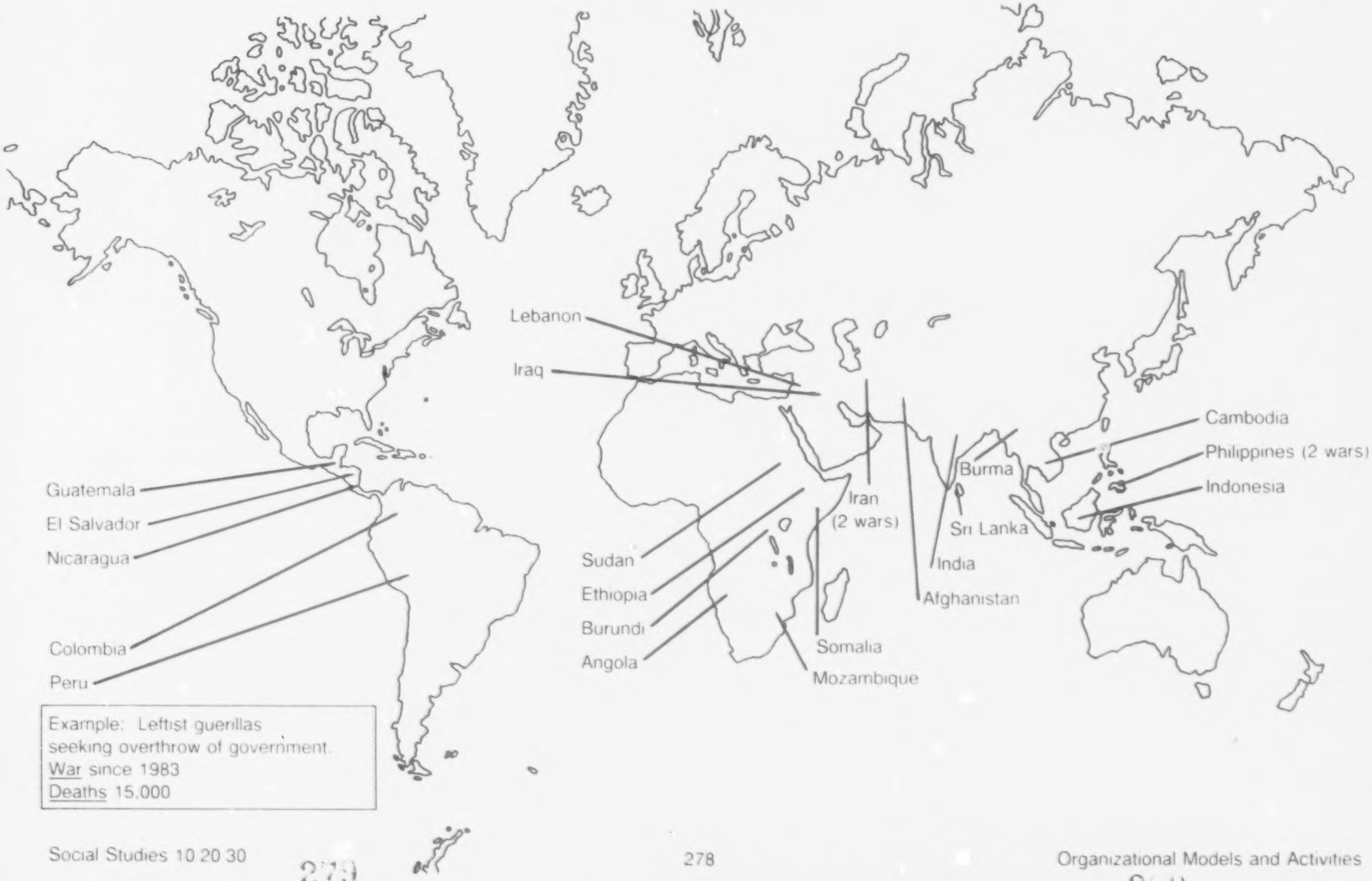
The final step in Activity 1 asks students to write a paragraph. It should be collected, read by the teacher and commented on without assigning a grade.

The "Descriptive Map of the United Nations" is a colour poster map of the world (23" X 31") showing United Nations member states, their population and area, as well as pinpointing locations of United Nations offices and information centres throughout the world. It may be ordered from Renouf Publishing, 1294 Algoma Road, Ottawa, Ontario, K1B 3W8. Cost approximately $5 (E·88·1·17).

EVALUATION:	In the opener, students are expressing opinions and values concerning human nature. No formal evaluation is recommended. However, participation is encouraged through this activity and teachers could record students' level of contribution during this activity and through the rest of the activities. An overall mark for participation could be given at the conclusion of the model.

1988 CONFLICTS

According to studies directed by William Eckhardt at the Lentz Peace Research Laboratory in St. Louis, there were 23 wars in 1988. (A war is defined as a conflict where 1,000 people have died and it continues as long as that many die each consecutive year.)


Lebanon
Iraq
Guatemala
El Salvador
Nicaragua
Colombia
Peru
Sudan
Ethiopia
Burundi
Angola
Somalia
Mozambique
Iran
(2 wars)
Afghanistan
India
Sri Lanka
Burma
Cambodia
Philippines (2 wars)
Indonesia

Example: Leftist guerillas seeking overthrow of government.
War since 1983
Deaths 15,000

DESCRIPTIVE MAP OF THE UNITED NATIONS

A map of the United Nations should include members and their locations as well as the location of numerous UN organizations.

MEMBERS OF THE UN

There are currently 159 members.

THE UNITED NATIONS SYSTEM

PRINCIPAL ORGANS OF THE UNITED NATIONS

New York
General Assembly
Security Council
Economic and Social Council
Trusteeship Council
Secretariat

The Hague
The International Court of Justice

OTHER UNITED NATIONS ORGANS

(representative list only)

Geneva
UNCTAD – United Nations Conference on Trade and Development
UNDRO – Office of the United Nations Disaster Relief Coordinator
UNHCR – Office of the United Nations High Commissioner for Refugees
Nairobi
UNCHS – United Nations Centre for Human Settlements (Habitat)
UNEP – United Nations Environment Program
New York
UNDP – United Nations Development Program
UNFPA – United Nations Population Fund
UNICEF – United Nations Children's Fund
UNITAR – United Nations Institute for Training and Research
Rome
WFC – World Food Council
WFP – Joint UN FAO World Food Program
Santo Domingo
INSTRAW – International Research and Training Institute for the Advancement of Women
Toyko
UNU – United Nations University
Vienna
UNRWA – United Nations Relief and Works Agency for Palestine Refugees in the Near East

PEACE-KEEPING OPERATIONS/OBSERVER MISSIONS

UNDOF – United Nations Disengagement Observer Force
UNFICYP – United Nations Peace-keeping Force in Cyprus
UNIFIL – United Nations Interim Force in Lebanon
UNIMOG – United Nations Iran-Iraq Military Observer Group
UNMOGIP – United Nations Military Observer Group in India and Pakistan
UNTSO – United Nations Truce Supervision Organization

SPECIALIZED AGENCIES AND OTHER AUTONOMOUS ORGANIZATIONS WITHIN THE SYSTEM

Berne
UPU – Universal Postal Union
Geneva
GATT – General Agreement on Tariffs and Trade
ILO – International Labour Organisation
ITU – International Telecommunications Union
WHO – World Health Organization
WIPO – World Intellectual Property Organization
WMO – World Meteorological Organization
London
IMO – International Maritime Organization
Montreal
ICAO – International Civil Aviation Organization
Paris
UNESCO – United Nationals Educational, Scientific and Cultural Organization
Rome
FAO – Food and Agriculture Organization of the United Nations
IFAD – International Fund for Agricultural Development
Vienna
IAEA – International Atomic Energy Agency
UNIDO – United Nations Industrial Development Organization
Washington
IFC – International Finance Corporation
IMF – International Monetary Fund
– International Development Association (IDA)
The World Bank
– International Bank for Reconstruction and Development (IBRD)

REGIONAL COMMISSIONS

Addis Ababa
ECA – Economic Commission for Africa
Baghdad
ESCWA – Economic and Social Commission for Western Asia
Bangkok
ESCAP – Economic and Social Commission for Asia and the Pacific
Geneva
ECE – Economic Commission for Europe
Santiago
ECLAC – Economic Commission for Latin America and the Caribbean

Activity 2: The Nature of Confrontation (Discussion)

OVERVIEW

What is the nature of confrontation among nations? As students realized in Activity 1, there are numerous wars occurring during a period that is "relatively peaceful." A survey of recorded history finds nations, tribes, groups, etc. "warring" on a fairly consistent level. And yet looking at war objectively most would agree they are useless, destructive and usually without actual winners. Why then do wars occur and can nations put an end to war? This activity, which examines the causes of war and the possibility of lasting peace, has two options depending on teacher preference and A-V availability.

The first option is to show students the final film video, "Goodbye War," from Gwynne Dyer's series *War*, produced by and available from the National Film Board. This film is approximately 56 minutes in length and presents many thoughtful points of view on the causes of war and the need to avoid war in the future. For borrowing: Edmonton: 495-3010; all other areas in Alberta: 1-800-661-9867.

The second option is to use the sound-slide set "Values—What People Choose to Live and Die For: The Causes of War and the Search for Peace" (Centre for the Humanities, White Plains, New York, (1977). This sound-slide set asks students "...about why war is so common and peace so difficult to achieve." The program is in two parts and is approximately 40 minutes in length. The teacher's guide gives many good pre- and post-questions for discussion. As well, throughout the program a number of provocative questions arise that teachers could use as a basis for further discussion on the topic.

Note: This sound-slide program may not be readily available as it is now out of print.

Students will use skills in the area of creative and critical thinking. Creatively, students will brainstorm to collect ideas, predict a trend in society and demonstrate independent thought. Critically, students will consider personal values as a guide to decision making and examine and assess a variety of points of view on issues before forming an opinion.

PROCEDURE

Option 1: Goodbye War

1. The following statements are made by Gwynne Dyer during the film video. Have students agree or disagree with them. Do not have students discuss their opinions at this time.

   "All wars are about principles, the history of war is a history of just causes. No nation ever sent its men off to fight a war it thought was unjust."

   "We cannot have what we want without war and what we gain by fighting will be worth the cost."

   "So, since governments by their nature cannot willingly accept the idea of disarmament it is up to their citizens to convince them."

   "They went to war for all kinds of personal reasons, but they would not have gone at all if their countries had not asked this sacrifice of them."

2. Students will be given the following questions before viewing the film video "Goodbye War."

   a) What does Dyer believe are the consequences of another total war?
   b) Explain what Dyer found were the causes of World War I and the Falklands War? Were they basically the same?
   c) What reasons did the veterans have for going to war?
   d) What is the lesson Jerusalem has for the world?
   e) What are the "solutions" to end war? (By Dyer and others in the film video).

3. Ask students to review their answers to Dyer's statements and then discuss them in light of the film video. Then discuss the answers to questions in Step 2 and finally have a general discussion about the film. Teachers should have other ideas they find interesting for their class that originates from the film.

4. Finally, students should be asked to respond to the following:

   a) Is war part of human nature?
   b) Can human nature be altered? In what ways?
   c) What could be a solution to war as a means of settling disputes?
   d) If there is no positive answer to c), what is the future of civilization?

   Note: This final step is the same for both options.

Option 2: The Causes of War and the Search for Peace

1. Teachers should introduce the sound-slide program by asking students to answer the questionnaire in the activity (p. 4-5 in Teacher's Guide). Do not discuss these questions at this time.

   Note: The questions in the questionnaire should be reviewed to see if they are appropriate and changed as needed.

2. Show students Part 1 of the sound-slide program. Teachers should preview the program so they can stop the program where appropriate for discussion. Further discussion questions are in the Teacher's Guide on pp. 23-24.

3. Repeat the procedure in 2, this time showing Part II of the sound-slide program. Discussion questions are on pp. 43-44 of the Teacher's Guide.

4. Ask students to review their answers to the questionnaire (Step 1). Then teachers can ask for discussion on the questions including why students may have changed their minds on some answers.

5. Finally, students should be asked to respond to the following:

   a) Is war part of human nature?
   b) Can human nature be altered? In what ways?
   c) What could be a solution to war as a means of settling disputes?
   d) If there is no positive answer to c), what is the future of civilization?

   Note: This final step is the same for both options.

EVALUATION: (Same for Both Options)

a) Questions:
Students should hand in their answers to the last question (both options) of the procedure. Marks could be assigned on the following basis.
- completeness of answers
- understanding of the issue
- logical expression of ideas

b) Response to Quotations Questionnaire:
In Step 1 of the "Goodbye War" option, four quotations are presented. Students will choose one of the four and in a 250-word paragraph agree or disagree giving reasons for their choice.

OR

Students will choose to write on one of the questions from the questionnaire in "The Causes of War and the Search for Peace." They will defend their answer to that particular question.

Activity 3: Confrontation in the Twentieth Century (Concept Webbing)

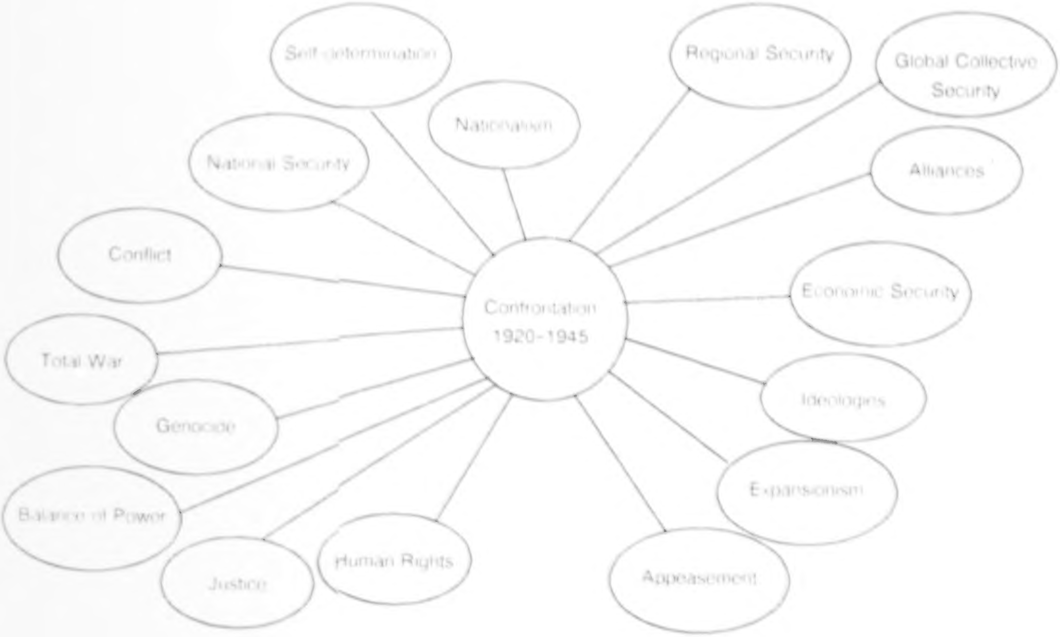
OVERVIEW

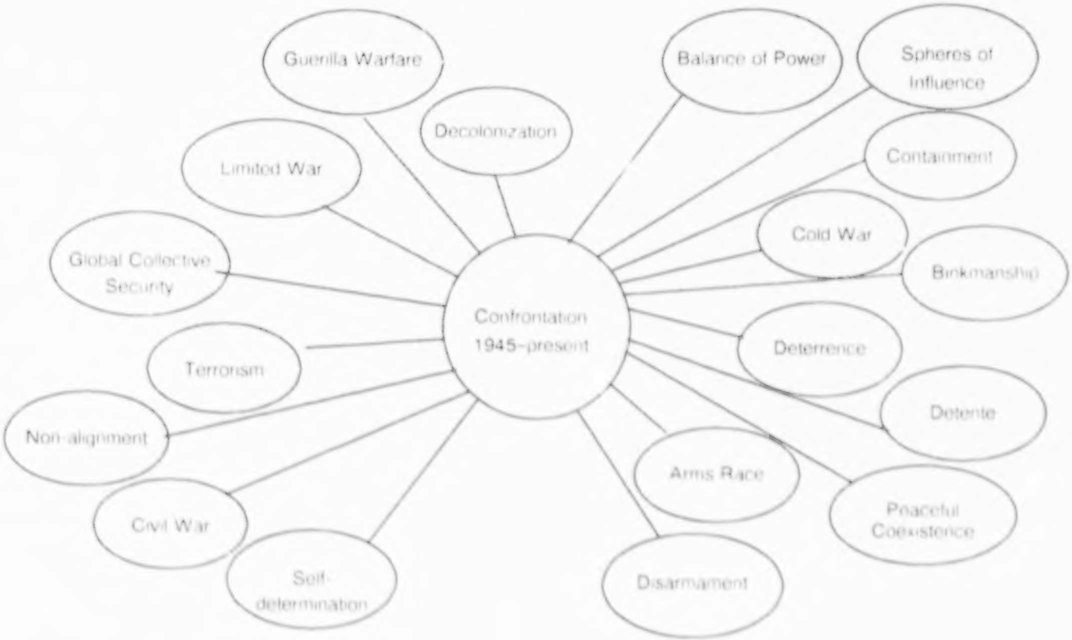
Students will use concept webbing diagrams to examine confrontation in the twentieth century. Concept webbing allows students to begin with a major concept then work into more specific concepts then finally events that illustrate the concepts. Some of the concepts developed in activities 1 and 2 will be the basis for this activity. It is probable that teachers will have to supplement these concepts from the Social Studies 30 *Program of Studies* to ensure students deal with all the required concepts and content in the course.

Skills students will be applying in this activity include analysing and synthesizing data. In analysing information, students will separate topics into major components according to appropriate criteria—key issues or concepts, state relationships between concepts and apply concept-webbing to the analysis. Synthesis includes summarizing information, drawing inferences and developing generalizations.

PROCEDURE

1. Students with teacher assistance could develop two major concept webbing diagrams. These diagrams should show the major concepts associated with confrontation before and after the cold war. The major concept webbing diagrams should be similar to the two below.


Confrontation
1920-1945
Self-determination
Nationalism
Regional Security
Global Collective Security
National Security
Alliances
Conflict
Economic Security
Total War
Ideologies
Genocide
Expansionism
Balance of Power
Justice
Human Rights
Appeasement

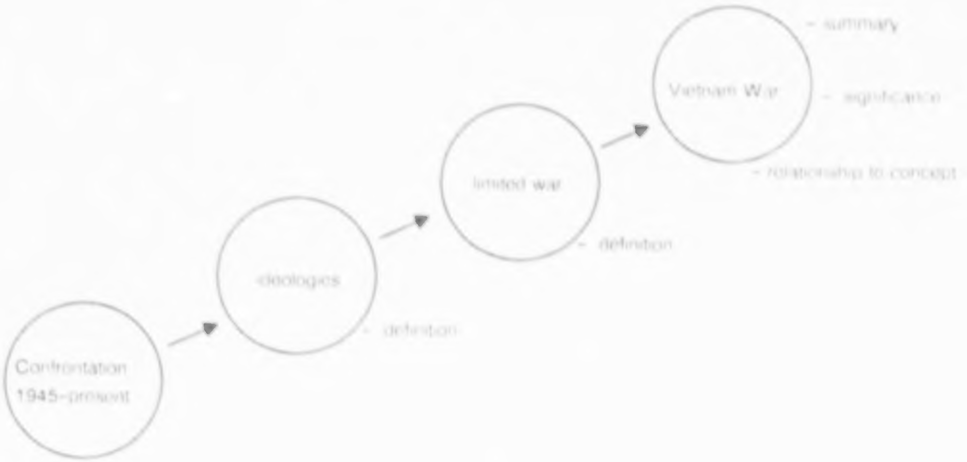

Guerilla Warfare
Balance of Power
Spheres of Influence
Decolonization
Limited War
Containment
Cold War
Brinkmanship
Global Collective Security
Confrontation 1945–present
Terrorism
Deterrence
Detente
Non-alignment
Arms Race
Civil War
Peaceful Coexistence
Self-determination
Disarmament

2. Once these major concept webbing diagrams have been completed students will need to focus on each concept and continue the process of webbing each concept out to include relevant examples from the twentieth century. Because of the nature of the assignment students should be divided into groups of two to three and have each group complete all the concepts in the two webbing diagrams.

3. For each concept students will be required to complete the following:

   a) concept webbing diagram including examples.
   b) definition of each concept.
   c) explanation of each event including
      - a summary of the event
      - significance of the event
      - how the event relates to the concept

EXAMPLE


Confrontation
1945–present
ideologies
– definition
limited war
– definition
Vietnam War
– summary
– significance
– relationship to concept

4. A master diagram—one for each period to be constructed by the class where each group takes responsibility for sections of the chart. This could be done using construction paper and be put up on a bulletin board in the classroom.

EVALUATION: This is an extensive activity and the information students collect through concept webbing is extremely important. Therefore, teachers will need to evaluate the results very carefully.

a) Large Concept Webbing Diagrams
This is Step 1 in the procedure. There are two diagrams and they should be complete, containing all concepts. Students should receive 10 marks for each one.

b) Individual Concept Events Webbing Diagram
These are steps 2 and 3 in the procedure. This is a very extensive assignment and each diagram needs to be evaluated. The content for each diagram should include:

- concept(s) with definitions (5 marks)
- summary of events (5 marks)
- significance of event (5 marks)
- relationship of event to concept (5 marks)

Total for each diagram - 20 marks.

Since this is a small group activity and marks are assigned for the group, students should be given an opportunity for peer evaluation. As well, teachers will have to use their discretion if there has been a disparity in the amount of work some group members have contributed.

Activity 4: Cooperation in the Twentieth Century

OVERVIEW

Students in this activity will examine many of the facets of cooperation among nations. This includes questions concerning what motives nations have to cooperate with one another, what forms the cooperation takes, how successful this cooperation was or is and what examples there are of current international cooperation. Part of this activity could be done using a form of group cooperative model.

Skills involved in this activity concentrate on gathering and acquiring information, particularly organizing and interpreting data. From these data students will formulate opinions based on a critical examination of information, evaluate the desirability and feasibility of alternative solutions, decisions or actions and propose a new plan of action for the future.

PROCEDURE

1. Students will examine the motives for cooperation among nations.
    a) Students should brainstorm as to why they think nations would want to cooperate with one another. Teachers may have to add to the list or categorize some of the terms so that the final list comprises all the major motives according to the *Program of Studies*.

    b) Students, with the teacher's help, will then define each motive so that they are all clearly understood.

    c) Students should then determine whether each motive is a political, economic and social or a combination of the three.

    Students could use a chart to help organize this step, such as the following:

Motive	Definition	Politicial Economic Social

2. Students will then repeat the brainstorming procedure from Step 1 concentrating on the forms that cooperation among nations takes.

    a) Students will list the types of cooperation nations engage in with each other in general and then the actual organizations, groups, blocs, conferences that countries form. (Information for this can be found in many texts such as Roselle and Young, *Our Western Heritage*.)

    b) Once this list is complete (teacher will need to ensure its completeness) students could then complete an outline describing how each works. The length of each could range from one or two sentences to a much longer description depending on importance (for example, describing the United Nations will be a much greater length than the Dawes Plan).

3. Depending on time, this step could be done by students working in groups. Using the list of motives developed in Step 1 students will then use examples from 1920 to present to expand on these motives. Students will use actual examples of cooperation to complete the following retrieval chart.

EXAMPLE OF COOPERATION: ______________________	
Summary	
Motive(s)	
Form	
Success or Failure Reasons	
Outcome	

EXPLANATIONS FOR CHART:

Summary:	A short summary of two or three sentences of the example.
Motive(s):	Explanation from list developed in Procedure 1
Form:	Organization bloc group conferences from Procedure 2
Success or Failure:	Reasons (short term and long term) why the attempt at cooperation was either successful or a failure.
Outcome:	What changed in the final analysis? Is it better or worse? Why?

SOME EXAMPLES OF COOPERATION:

Dawes Plan
Young Plan
Treaty of Rapallo
Briand-Kellogg Pact
Warsaw Pack
NATO
Atlantic Charter
European Community
Nuclear Test Ban Treaty
Potsdam
Yalta
UN peacekeeping activities
Salt Treaty
Disarmament Conferences
UNESCO
GATT
U.S. Canada Free Trade
OAS

EVALUATION: Retrieval Chart: Cooperation

Summary	20
Motive(s)	20
Form	20
Success Failure	20
Outcome	20
Total	100

COMMENTS:

4. Next students should expand and do further research on one example of cooperation among nations that is currently successful This could be a political, economic or social example and should be quite specific. For example: a specific UN peacekeeping activity, not the UN in general, may be selected. This section of the activity should be constantly updated by teachers working with their class. Students will write a 500-word summary.

EVALUATION: Summary

Introduction	10
Summary	60
Reasons	30
Total	100

COMMENTS:

5. Finally students will be asked to write a paper evaluating the future of cooperation among nations.

Topic: How successful do you think nations will be in using various forms of cooperation in the future?

Write an essay of 1000 words and include whatever examples from the past you can to support your point of view.

EVALUATION: Essay

Introduction of issue	25
Examples from past	25
Reasons supporting point of view	25
Organization, neatness, grammar, spelling	25
Total	100

COMMENTS:

Activity 5 (Closure): UN Security Council (Simulation)

OVERVIEW

To complete the study of confrontation and cooperation students will become involved in resolving an issue through a UN Security Council simulation. The challenge for students will be to take a current international issue and come to a peaceful resolution through formal and informal means. Students will represent various countries to try and simulate as realistic a situation as possible.

Many participation skills will be emphasized in this closing activity including interpersonal relations, group, social and political participation. In particular they will resolve conflict through compromise and cooperation, demonstrate the ability to disagree in an acceptable manner, make meaningful contributions to discussions and be involved in a social and political process. A modified decision-making model will give students an opportunity to use various skills learned through the other activities.

PROCEDURE

1. Students will have the process of simulation explained to them. They will then be given the information on the Security Council (data sheet follows) and asked to become familiar with the working of the council.

2. The teacher together with the students will choose an issue that reflects a current international problem (such as the law of the sea) or a current international conflict (such as war in the Middle East or Central America).

   Note: The issue will need to be important enough for research material (newspapers, magazines, etc.) to be readily available.

3. The 10 non-permanent countries of the Security Council will have to be chosen. The should be done keeping in mind:

   a) the countries closely involved in the dispute
   b) Canada should be a member
   c) other countries chosen reflect the normal Security Council guidelines.

   Students will then be assigned (volunteer?) to represent the countries. Permanent member countries (five) should have more than one student, as should other member countries most important to the issue. Some member countries could have only one student as a representative.

4. The simulation has a number of steps:

   STEP 1 – RESEARCH

   Each country will have to prepare for the council. This can be accomplished by each group:

   a) reviewing some past Security Council interventions to become more familiar with actions the council has actually taken
   b) researching the background to the issue
   c) determining the present status of the issue
   d) formulating a realistic position on the issue for their country
   e) selecting a spokesperson for the debate.

STEP 2 - SECURITY COUNCIL DEBATE

a) convening the Security Council and selecting a chairperson. explanation of rules (modified to meet class needs) (see data sheet) at the end of the activity)

b) each country states its opening position (no resolution at this time)
c) opportunity to clarify positions through direct questions to various members
d) resolution presented to end conflict peacefully
e) recess and informal discussion among delegates
f) resolution debated
g) amendments
h) vote on resolution at this time if unresolved or veto used can repeat process with a second informal discussion recess.

EVALUATION: Simulation

Students will be evaluated for their participation in two areas.

- Research

Students will hand in their written summary for the debate. It will be marked on:

a) review of past security council interventions (10 marks)
b) background on issue (20 marks)
c) present status of issue (30 marks)
d) position your country will take (40 marks)

Teachers should be looking for:

- accuracy of information
- support of position
- logical expression of information

- Security Council Debate

In this section students will be marked on their oral presentations and interactions with other students at appropriate times. There are four opportunities for evaluation:

a) opening position presentation (25 marks)
b) questioning of others' position (25 marks)
c) participation in informal discussion (25 marks)
d) participation in resolution debate (25 marks)

Most students will be working in groups so that marks will normally be given as group marks. Again teachers will have to be aware of students who are not participating and that peer evaluations should be considered.

DATA SHEET
THE SECURITY COUNCIL

Under the Charter, the Security Council is assigned the primary responsibility for maintaining international peace and security. To facilitate its work as guardian of the peace and to ensure quick and effective action when required, the council is vested with certain powers and attributes not accorded the other organs of the UN. Thus the council is the only UN body with powers commensurate with those of a world government, since it is empowered by the Charter to enforce its decisions and prescribe them as a course of action legally binding on all UN members.

Another distinctive feature of the council is its membership. China, France, the U.S.S.R., the U.K. and the U.S.A. were each accorded permanent membership on the council and the right to veto singlehandedly any substantive decision adopted by the majority of the other members.

COMPOSITION

There are five permanent members: China, France, the U.S.S.R., the U.K. and the U.S.A. The remaining 10 are filled by other UN members elected by secret ballot in the General Assembly for two-year terms.

In electing the non-permanent members of the Security Council, the assembly is required to consider the past and potential contribution of nations to the maintenance of international peace and security, as well as to equitable geographic distribution.

PEACEFUL SETTLEMENT OF DISPUTES

The Security Council need not wait until a situation has given rise to friction before taking action. It may take the initiative of investigating any dispute, or any situation that might lead to international friction or give rise to a dispute, to determine whether the continuance of the dispute or situation is likely to endanger the maintenance of international peace and security. Moreover, any nation, whether a member of the UN or not, has the right to present any dispute or threatening situation to the council to consider.

THREATS TO THE PEACE, BREACH OF THE PEACE, AND ACTS OF AGGRESSION

The council has the duty to maintain peace and security by preventing the outbreak of actual hostilities. If there has been a beach of the peace or an act of aggression, its duty is to restore international peace and security.

ORGANIZATION OF THE SECURITY COUNCIL

The Security Council is organized to function continuously. It is not permanently in session, but it meets as often as necessary. Hence, a representative from each member state must always be available so that in an emergency the council can convene at once. Chairmanship rotates among the council's member states according to their English alphabetical order, a new president presiding every month.

Any state that is not currently a council member but is a party to a dispute under consideration by the council must be invited to send representatives to participate in the proceedings, though without the right to vote.

VOTING IN THE SECURITY COUNCIL

Each member of the council has one vote. A resolution requires the affirmative votes of nine members, including the concurring votes of the permanent members. However, any member, permanent or non-permanent, must abstain from voting in any decision concerning the peaceful settlement of a dispute to which it is a party.

THE VETO

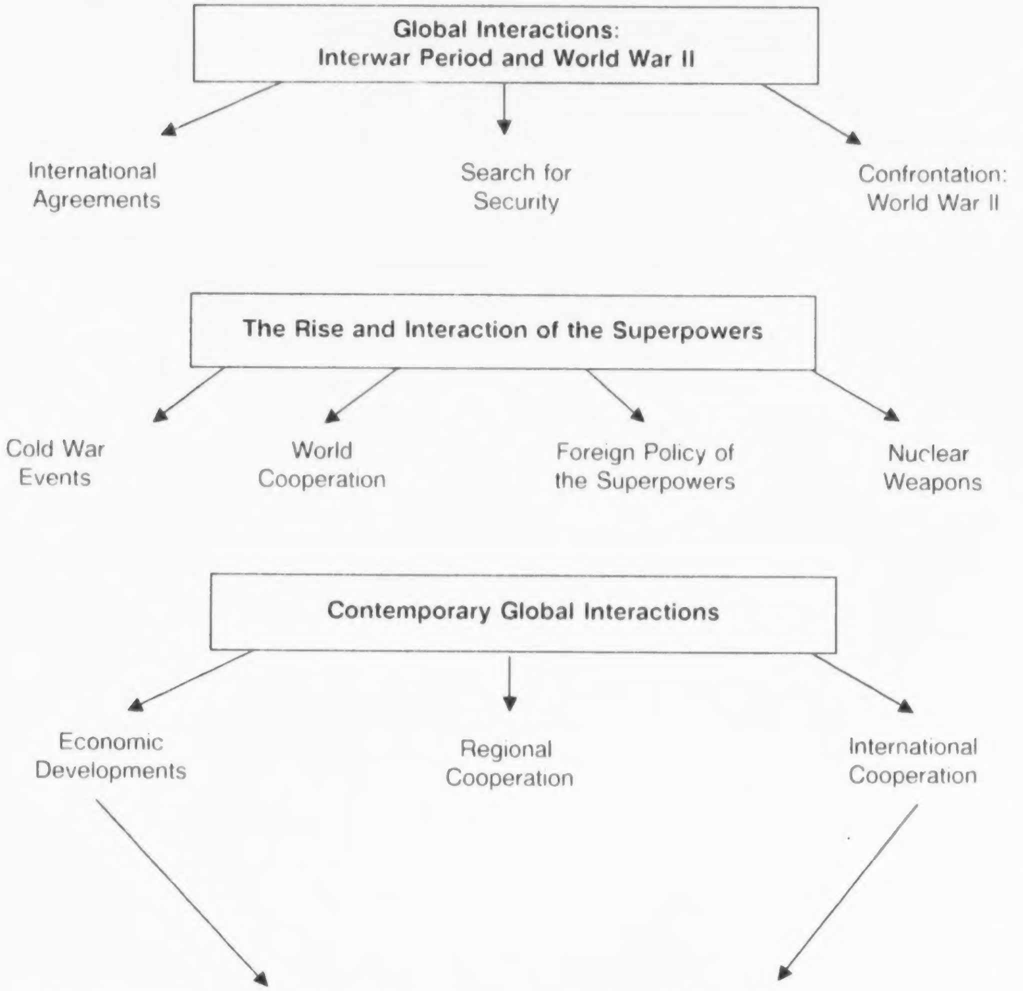
The veto power and its exercise by permanent members remains a central characteristic of the mechanism of the council.

By no means do all negative votes cast in the council by its permanent members constitute an exercise of their veto power. This occurs only when the resolution would otherwise have obtained the requisite number of affirmative votes.

ORGANIZATIONAL MODEL 30B-3

CHRONOLOGICAL MODEL

International Confrontation and Cooperation


Global Interactions:
Interwar Period and World War II
International Agreements
Search for Security
Confrontation: World War II
The Rise and Interaction of the Superpowers
Cold War Events
World Cooperation
Foreign Policy of the Superpowers
Nuclear Weapons
Contemporary Global Interactions
Economic Developments
Regional Cooperation
International Cooperation

Should individuals, groups and nations pursue international stability at the expense of national interests?

Model Description: Social Studies 30B-3

The model focuses on "Global Interactions in the Twentieth Century" through a chronological study of three major themes. Students will begin this unit by focusing on a brief introduction to international cooperation and confrontation; their motives and types. Students will for the remainder of the topic examine interactions in the world following World War I to the present day.

They will begin their study by briefly examining international agreements and international cooperation following World War I. Students will also focus on the search for security and expansionist foreign policies in the 1920s and 1930s. They will complete this theme by studying World War II.

Students will then move on to study the rise and interaction of the superpowers following World War II. By examining the Cold war and world cooperation students will examine a variety of events and organizations. The focus of the theme would then shift to the foreign policies of the superpowers. The emergence of new nations and pressures of self-determination would be studied in regard to the superpowers. Finally, the development of and limitations on nuclear technology would be examined.

As a conclusion to the topic, contemporary global interactions would be examined through a study of three general sections. Economic developments and how they affect global interactions would be reviewed. Regional and international cooperation would be the final sections of the theme.

Throughout the topic, activities such as timelines focusing on the unit concepts, group presentations on contemporary world issues and the use of problem-solving and decision-making models would be used in the classroom. As a final activity in the topic students would use the decision-making model to examine the issue "Should individuals, groups and nations pursue international stability at the expense of national interests?

LEARNING RESOURCES

DEFINITIONS

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Basic Learning Resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of course(s), substantial components of course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial Programs of Study. These may include any resource format; e.g., print, computer software, manipulatives or video.

Support Learning Resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial Programs of Study.

AUTHORIZATION AND SELECTION

Alberta Education identifies the best student learning resources by authorizing them as Basic or Support learning resources. Authorization means Alberta Education has judged these student learning resources as the most appropriate for a course or program of studies and that they have met Alberta Education criteria for acceptability.

As a guideline, two or three learning resources per topic should be authorized as basic for social studies instruction at each grade level. Two to six learning resources should be authorized as support for each topic at each grade level.

Student learning resources, wherever possible, should retain this status for a minimum of five years.

BASIC AND SUPPORT LEARNING RESOURCES

Note: Only new basic and support learning resources are listed on the following pages. Refer to the LRDC Buyers Guide and curriculum updates for additional information on basic and support learning resources.

SOCIAL STUDIES 10

Topic 10A – Canada in the Twentieth Century

Basic

Kirbyson, Ronald C., et al. *Discovering Canada: Shaping An Identity*. Prentice-Hall Canada Inc., 1983.

Scully, Angus L., Carl F. Smith, and Daniel J. McDevitt. *Canada Today (Second Edition*. Prentice Hall Canada Inc., 1988.

Support

Bain, C.M. et al. *Multiculturalism: Canada's People*. Prentice-Hall Canada Inc., 1986.

Baum, Daniel J. *Law and the World Community (Thinking About Law: An Issues Approach)*. IPI Publishing Limited, 1989. (Teacher Reference)

Canada in World Affairs, Parts I – IV (Kit). Prentice-Hall Canada, Inc., 1982. (ACCESS video)

Canada in World Affairs, Part V (Kit). Prentice-Hall Canada, Inc., 1989.

Cresswell, Jack *Towards Tomorrow – Canada in a Changing World: History: Teacher's Guide*. HBJ, 1989.

Cruxton, J. et al. *Spotlight Canada (Revised Edition)*. Oxford, 1988.

Daly, Charles et al. *Law and the Economy (Thinking About Law: An Issues Approach)*. IPI Publishing Limited, 1989. (Teacher Reference)

Evans, A.S. et al. *Canada's Century (Second Edition)*. McGraw-Hill, 1988.

Kirbyson, B. et al. *Discovering Canada – Shaping An Identity: Teacher's Guide*. Prentice-Hall Canada Inc., 1985.

Morton, Desmond. *Toward Tomorrow – Canada in a Changing World: History*. HBJ, 1988.

Scully, A.L. et al. *Canada Today (Second Edition): Teacher's Guide*. Prentice-Hall Canada Inc., 1989.

Telford, W.P. *Canadian-American Relations*. Prentice-Hall Canada, Inc., 1984.

Topic 10B – Citizenship in Canada

Basic

Kirbyson, Ronald C., et al. *Discovering Canada: Shaping An Identity.* Prentice-Hall Canada Inc., 1983.

Scully, Angus L., Carl F. Smith, and Daniel J. McDevitt. *Canada Today (Second Edition).* Prentice Hall Canada Inc., 1988.

Support

Case, Roland et al. *Law: A Canadian Framework (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference)

Coombs, Charlotte R.C. and Coombs, Jerrold. *Law: Fundamental Rights and Freedoms (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference)

Cruxton, J. et al. *Spotlight Canada (Revised Edition).* Oxford, 1988.

Daly, Charles et al. *Law and the Economy (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference)

Evans, A.S. et al. *Canada's Century (Second Edition).* McGraw-Hill, 1988.

Glassford, L.A., *Challenge of Democracy: Ideals and Realities in Canada.* Nelson, 1984.

Human Rights, Human Wrongs (Video). Canadian Living Magazine, 1987.

Kirbyson, B. et al. *Discovering Canada – Shaping An Identity: Teacher's Guide.* Prentice-Hall Canada Inc., 1985.

Scully, A.L. et al. *Canada Today (Second Edition): Teacher's Guide.* Prentice-Hall Canada Inc., 1989.

Understanding Charter Decisions: A Guide to Judicial Reasoning and the Canadian Charter of Rights and Freedoms. IPI Publishing Ltd., 1989. (Teacher Reference)

SOCIAL STUDIES 20

Topic 20A - Development and Interaction of Nations: Nineteenth Century Europe

Basic

Beers, Burton F. *World History - Patterns of Civilization (Alberta Edition).* Prentice-Hall Canada Inc., 1989.

Support

Beers, Burton F. *World History - Patterns of Civilization: Teacher's Resource Handbook (Alberta Edition).* Prentice-Hall Canada Inc., 1990.

Haberman, A. *The Making of the Modern Age (Second Edition).* Gage, 1987. (High Reading Level)

Topic 20B - Interdependence in the Global Environment

Basic

Mitchner, E. Alyn, and R. Joanne Tuffs. *One World.* Reidmore Books Inc., 1989.

Molyneux, John, and MacKenzie, Marilyn. *World Prospects - A Contemporary Study (Second Edition).* Prentice-Hall Canada Inc., 1987.

Support

Barnaby, Dr. Frank, ed. *The Gaia Peace Atlas.* Doubleday, 1988.

Paths of Development (Kit). 1986. (ACCESS video)

SOCIAL STUDIES 30

Topic 30A – Political and Economic Resources

Basic

No new resources authorized at present.

Support

Communism Today: The Iron Curtain Rises. Parts 1 and 2. Guidance Associates. 1989. (ACCESS video)

Living with Glasnost and Perestroika: Understanding the USSR Today. Guidance Associates. 1989. (ACCESS Video)

Topic 30B – Global Interaction in the Twentieth Century

Basic

No new resources authorized at present.

Support

Baum. Daniel J. *Law and the World Community (Thinking About Law: An Issues Approach).* IPI Publishing Limited. 1989. (Teacher Reference)

Brooman. Josh. *Twentieth Century History: The World Since 1900* (Second Edition).

Burnaby. Dr. Frank. ed. *The Gaia Peace Atlas.* Doubleday. 1988.

APPENDICES

SCOPE AND SEQUENCE

(a) Social Studies Grades 1-12

GRADE	TOPIC
Grade 1	Me and Others
Topic A:	My School
Topic B:	My Family
Topic C:	Other Canadian Families
Grade 2	People Today
Topic A:	People Nearby
Topic B:	People in Canada
Topic C:	People in the World
Grade 3	Communities
Topic A:	My Community in the Past, Present and Future
Topic B:	Communities Need Each Other
Topic C:	Special Communities
Grade 4	Alberta
Topic A:	Alberta: Its Geography and People
Topic B:	Alberta: Its People in History
Topic C:	Alberta: A Comparative Study with Quebec
Grade 5	Canada
Topic A:	Canada: Its Geography and People
Topic B:	Early Canada: Exploration and Settlement
Topic C:	Canada's Link with Other Countries
Grade 6	Meeting Human Needs
Topic A:	Local Government
Topic B:	Greece: An Ancient Civilization
Topic C:	China: A Pacific Rim Nation

SCOPE AND SEQUENCE

GRADE	TOPIC	
Grade 7	People and Their Culture	
Topic A:	Culture	
Topic B:	Cultural Transition: A Case Study of Japan	
Topic C:	Canada: A Bilingual and Multicultural Country	
Grade 8	History and Geography in the Western Hemisphere	
Topic A:	Geography of Canada and the United States	
Topic B:	Canada: History to the Twentieth Century	
Topic C:	South America: A Case Study of Brazil	
Grade 9	Economic Growth: Differing Perspectives	
Topic A:	Economic Growth: U.S.A.	
Topic B:	Economic Growth: U.S.S.R.	
Topic C:	Canada: Responding to Change	
Grade 10	Social Studies 10 Canada in the Modern World	Social Studies 13 Canada in the Modern World
Topic A:	Canada in the Twentieth Century	Challenges for Canada in the Twentieth Century
Topic B:	Citizenship in Canada	Citizenship in Canada
Grade 11	Social Studies 20 The Growth of the Global Perspective	Social Studies 23 The Growth of the Global Perspective
Topic A:	Development and Interaction of Nations: Nineteenth-Century Europe	The Development of the Modern World
Topic B:	Interdependence in the Global Environment	Challenges in the Global Environment
Grade 12	Social Studies 30 The Contemporary World	Social Studies 33 The Contemporary World
Topic A:	Political and Economic Systems	Political and Economic Systems
Topic B:	Global Interaction	Global Interaction

GRADES	1			2			3			4			5			6			7			8			9			10		11		12	
Alberta Studies Area Studies	○	○	○	●			●	○	○	●	●	●				●			○		○						○		○				
Area Studies (past/present)						●									●		●	●		●				●	●	●					●	●	●
Canadian Studies			●		●			●	●	○	○	●	●	●	●	●			○		●	●	●				●	●	●			○	
Citizenship	●	○	●	●	○	○	○	○	●	○	○	○	○	○	○	●	○	○	○	○	●		○				○	○	●		○	●	○
Community	○	○	○	●	●	●	●	●	●							●			○		○						○		○		○		
Economics				●	○	○	○	●		○			○				○	○							●	●	●	○			○	●	
Geography	○			○	●	○	○	○	○	●	○	●	●	○	●		●	●		●	○	●	●		○	●	○	○		○	●		○
Government	○			○												●								○					●			●	
History							●				●			●	○		●	●		●	○		●	●	●	●	○	●		●		○	●
Interdependence	●	○	●	●	○			●	○	●	○	○	●	○	●	●		○	○	●	○	○		○	○	○	○	○	○	○	●	○	●
Multiculturalism/ Bilingualism			●	○	○				●			●		○					○		●		○					○	○		○		
Native Studies		○	○		○		○		●		●			●		○					●		○						○				
Self	●	●	●	○												○			○														
Sociology	●	●	●	○	○	○	○		●			○			○		○	○	●	○	○		○		○	○		○	○		○		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	A	B	A	B

● Major Focus

○ Minor Focus (Some emphasis in the topic.)

(b) Sequence: Senior High Social Studies

Educating individuals who will be "self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community" is the aim of education in Alberta. Social studies with its responsibility for citizenship education has an important role to play in fulfilling this aim. Social studies is the school subject with the primary responsibility for providing the knowledge, skills and attitudes needed by responsible citizens and contributing members of society. Consequently all students who graduate with an Advanced or a General High School Diploma will have successfully completed 15 credits in social studies, including a social studies course at the 30 level. Social Studies 30 is required for the Advanced Diploma while Social Studies 30 or Social Studies 33 are needed to fulfil the requirements for a General Diploma. The social sciences are now options and will not be considered as replacement credits for social studies courses.

This requirement that students directly address the knowledge, skills and attitudes required for effective citizenship has resulted in a number of changes in the Social Studies program including the introduction of a second sequence of Social Studies courses.

This decision was made after reviewing recent literature about the developmental level of students, recommendations contained in the Secondary Education in Alberta Policy Statement, previous practices in Alberta schools as well as the advice of educators in Alberta high schools. The basic philosophical difficulty in introducing an alternate program in the area of citizenship education is posed by a fundamental dilemma in a democracy. How can one argue that some citizens will receive instruction in a set of knowledge, skills and attitudes that are different from those received by others? If we have identified basic knowledge, skills and attitudes needed by citizens in a democratic society then all citizens will need these. Consequently there is, by design, substantial similarity between Social Studies 10 20 30 and Social Studies 13 23 33. Much of the content (knowledge, skills and attitudes) is the same. In the final analysis, all students need to acquire the knowledge, skills and attitudes required for effective citizenship.

The 1981 Social Studies 10 20 30 program has been revised and a new Social Studies 13 23 33 sequence has been introduced. In both sequences, knowledge, skill and attitude objectives are identified for each topic of study. The new program also provides for a wider range of approaches than the previous program, especially in the way topics are organized and presented.

Previously, about two thirds of the students who entered Social Studies 10 went on to Social Studies 30. Now all students will have the opportunity to choose between Social Studies 10 20 30 and Social Studies 13 23 33. The new Social Studies 10 20 30 program has been designed to meet the needs of most students. Previous experiences in social studies in Alberta has shown that most students can succeed in this sequence. However, to meet the needs of students who would have difficulty succeeding in the Social Studies 10 20 30 sequence a new program has been introduced. It is anticipated that between 25 and 35 percent of students will find the alternate program best suits their needs.

The two programs, Social Studies 10 20 30 and Social Studies 13 23 33, have similar knowledge, skill and attitude objectives. In all social studies programs students must apply inquiry strategies and develop the skills required to answer questions, solve problems and make decisions. In addition, critical and creative thinkings goals are identified in both sequences. These critical and creative thinking goals suggest different instruction strategies. It is in these expectations that the programs are different. The difference is in the sophistication of use of abstracts, and higher-level conceptual manipulations. This also applies to critical and creative thinking skills. Consequently the critical and creative goals in Social Studies 13 23 33 are different. The goals stated must be realistic goals for the students in the program. For example, in Social Studies 30 one goal suggests that students should acquire the knowledge, skills and attitudes necessary to "analyse and compare features and underlying principles of political and economic systems." In Social Studies 33 a similar goal states that students should "compare basic characteristics of the major political and economic systems." Both statements require students to engage in the development of critical and creative thinking skills but the expectations in Social Studies 30 are more challenging; this reflects the intent of the program. The differences in the programs are not as visible in the Program of Studies requirements as in the expectations for students' use of abstract and higher level conceptual manipulations. These differences are reflected in the resources, evaluation strategies and the teacher resource manuals.

In all programs, teaching and learning strategies should be adapted to meet the needs of the learners. One begins by assessing the needs of the students, reviewing the resources available, identifying one's own strengths and then planning for instruction. Since Social Studies 13 23 33 programs are designed for students who would not easily succeed in Social Studies 10 20 30, the knowledge and skills of the 13 23 33 students will require further development. The Skill Development Chart (Appendix II) provides an extensive list of examples of process, communication and participation skills. Again, the skill lists for the two programs are almost identical but the point at which students will reach an independent level in the 13 23 33 level is often later in the student's career. As a result, active instruction in particular skills should be continued for a longer period. Skill development will be incorporated into lessons. Resources will be selected that are appropriate for the reading level of the students.

In Social Studies 13 23 33, lessons will move from concrete to abstract ideas, from simple ideas to more complex ones and from the familiar to the unfamiliar. Whenever possible instructors will use the "explain," "show," "practise," "do" scenario. Explain what the task is, show them how (demonstrate or model), work through a practice example with students and then have students complete the activity.

A simple example of this approach is an activity in which students are asked to examine the geographic diversity of Canada. A specific exercise could involve the retrieval of information about regions from selected maps. In Social Studies 10 a simple explanation of contour lines, symbols and types of information shown on the map might suffice as a lead-in to an exercise in which the student describes the various topographic features of the regions using information from the maps provided. In Social Studies 13, the instruction would be more detailed, with the instructor giving explicit instructions about contour lines, map symbols and how to retrieve information from maps, then choosing a region and completing the exercise (perhaps on an overhead) while describing in detail the reasons for their decisions. Next, all students would work through one other region together, checking answers as they work through the exercise and then would work on their own to complete the assignment.

Students will need to be counselled carefully about the sequence that is most appropriate for them. When entering high school, students have a choice. If they have had difficulty in social studies in previous grades they will probably find the Social Studies 13 program more appropriate to their needs. Students who find the Social Studies 10 or 20 program difficult may switch to the alternate program. Local policies will contain guidelines for student transfer into and out of the programs. The recommended transfer from the Social Studies 13 23 33 Program to the Social Studies 10 20 30 program is from Social Studies 33 to Social Studies 30.

Both sequences of social studies provide instruction in the knowledge, skills and attitudes that have been identified as necessary for responsible citizenship in our society. Social Studies 10 20 30 is a more demanding program with emphasis on the academic skills needed for postsecondary education, while Social Studies 13 23 33 concentrates on the basic skills needed for effective participation in our democratic society. The intent of the 13 23 33 program is to provide students with an opportunity to experience success while acquiring the knowledge, skills and attitudes required for responsible citizenship in our society.

SOCIAL STUDIES 10/20/30 SKILL DEVELOPMENT CHART

The *Program of Studies* identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 10 20 30 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 10 20 30 that builds on skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information

LOCATING INTERPRETING ORGANIZING
ANALYSING SYNTHESIZING EVALUATING

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

PARTICIPATION SKILLS – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

INQUIRY STRATEGIES – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

● Instruction Level

The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

★ Independent Level

The skill is further developed, where necessary, and is maintained and extended through practice.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organization purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (e.g., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

Social Studies	9	10	20	30
PROCESS SKILLS				
LOCATING INTERPRETING ORGANIZING (gathering and acquiring information)				
Locate reference materials in the library as sources of information:				
1. Identify possible sources and locations of	●	●	★	★
2. Use the library catalogue to locate references related to a topic.	★	★	★	★
3. Locate materials, using the Dewey Decimal System.	★	★	★	★
4. Use periodical indexes such as the Canadian Periodical Index to locate information.	●	●	★	★
5. Use social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries, to obtain information.	●	●	★	★
Use reference materials to find information:				
1. Choose from a variety of references appropriate to one's purpose	★	★	★	★
2. Use title, table of contents, index, glossary and appendix to find useful information.	★	★	★	★
3. Use chapter and section headings, topic sentences and summaries to identify information.	★	★	★	★
4. Locate information in references, using volume letters, key words and indexes.	★	★	★	★
5. Select passages pertinent to the topic being studied.	★	★	★	★
Use newspapers, periodicals and pamphlets as sources of information for a study:				
1. Become aware of the wide range of periodical materials of their purposes and coverage.	★	★	★	★
2. Select important news items and periodical material pertinent to topics of study.	★	★	★	★
3. Organize appropriate periodical material to support class activities.	●	●	★	★

3!1

	9	10	20	30
Read to acquire information:				
1. Read materials to get literal meaning of text.	★	★	★	★
2. Adjust rate of reading to suit material and purpose.	●	●	★	★
3. Identify relevant terms and information.	●	●	★	★
4. Use context clues to gain meaning.	●	●	★	★
5. Read for a variety of purposes - skim for facts, answer a question, form an opinion, predict outcomes, criticize and analyze.	●	●	●	★
6. Differentiate between main and related ideas.	●	●	★	★
7. Recognize relationships including sequence, cause, effect, space, place and time.	●	●	●	★
8. Interpret what is read by drawing inferences.	●	●	●	★
9. Summarize and organize material read.	★	★	★	★
10. Select information to fulfil one's purpose.		●	★	★
Listen and observe to acquire information:				
1. Listen and observe with purpose and discrimination.	●	●	★	★
2. Identify a speaker's purpose.	●	★	★	★
3. Identify key ideas in a presentation.	●	●	★	★
4. Relate information gained through listening and observing, to that gained from other sources.	●	●	★	★
5. Reserve judgment until a presentation has been heard or observed.	●	●	★	★
6. Note ideas while listening to and observing a presentation.	●	●	★	★
Gather information from field studies and interviews:				
1. Identify the purpose of a field study or interview.	●	●	★	★
2. Plan procedures, rules of conduct, questions, and determine information to be gained.	●	●	★	★
3. Develop effective interviewing procedures including the use of appropriate questions.	●	●	★	★
4. Record, summarize and organize information obtained in a suitable form.	●	●	●	★
Gather information using computers, telephone and television information networks:				
1. Operate a computer to enter and retrieve information from a variety of sources.	●	●	★	★
2. Access information through networks, data banks and on-line sources.		●	●	●
3. Use word processing programs to organize information.	●	●	★	★
Interpret information:				
1. Translate written and printed materials into terms meaningful to oneself.	●	●	●	★
2. Select main ideas, key points and supporting points	★	★	★	★
3. Classify data by topic.	★	★	★	★

	9	10	20	30
4. Identify and state the central issue in a topic in one's own words.	★	★	★	★
5. Hypothesize explanations and outcomes based on factual data.	●	●	★	★
6. Recognize cause and effect of relationships.	●	●	★	★
7. Note trends and predict what might happen.	●	●	●	★
8. Recognize there are various interpretations of data.	●	●	★	★
9. Translate data by presenting information in different forms, such as maps, timelines or diagrams.	●	●	★	★
Interpret graphs, charts, tables and diagrams:				
1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.	●	●	★	★
2. Interpret graphs, charts and tables presented in course materials.	●	●	★	★
3. Identify relationships among data presented in graphs, charts, tables and diagrams.	●	●	★	★
4. Relate data obtained from graphs, charts, tables and diagrams to other data.	●	●	★	★
Interpret pictures, photographs and cartoons:				
1. Recognize cartoons and pictures as sources of information.	●	●	★	★
2. Determine main ideas and identify detail in pictorial material.	●	●	★	★
3. Use picture clues, titles and captions to aid comprehension.	●	●	★	★
4. Establish relationships among elements of a visual.	●	●	●	★
5. Interpret the point of view expressed in cartoons.	●	●	●	●
Interpret visual materials such as art, television, film and drama:				
1. Use visual materials as sources of information.	●	●	★	★
2. Describe the content of the material generally and specifically.	●	★	★	★
3. Determine the main and related ideas in visual material.	●	●	★	★
4. Identify the purpose, message and intended audience of visual communication.	●	●	★	★
5. Identify, understand and critically evaluate the relationship among purpose, message and intended audience of visual communications.	●	●	●	★
Interpret maps, globes and air photos:				
1. Use a variety of maps for a variety of purposes.	●	●	★	★
2. Interpret and use map legends and map symbols on different kinds of maps.	●	●	★	★
3. Recognize features shown on maps and air photos and compare features on both.	●	●	★	★

	9	10	20	30
4. Recognize that relief drawing, colour relief and contour lines represent the characteristics of an area.	●	★	★	★
5. Orient oneself to the relative location of places and direction from place to place.	★	★	★	★
6. Determine distance and compare distances on maps by using different scales.	●	★	★	★
7. Locate places and features, using various grid systems such as latitude and longitude, letter key systems, etc.	★	★	★	★
8. Use geographic terminology to describe physical features and geographic relationships.	★	★	★	★
9. Interpret information from a variety of maps such as thematic maps and distribution maps.		●	●	★
10. Identify and interpret patterns and relationships among geographic data.	●	●	★	★
11. Recognize relationships among locations of cities, water bodies, continents and countries.	●	●	★	★
12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc.	●	★	★	★
13. Use sequences of maps to show change: e.g., population, production, distribution.	●	●	★	★
14. Develop skill in interpreting historical maps.	●	●	●	★
15. Construct maps of an area to show geographic relationships.	●	●	★	★
Understand time and chronology:				
1. Identify an event as part of a chronological series of happenings.	●	●	★	★
2. Arrange related events and ideas in chronological order.	●	★	★	★
3. Develop and use time sequence and ranking to organize material.	●	●	★	★
4. Organize historical information by making simple time-lines and flow charts.	●	★	★	★
5. Relate chronology to change and continuity.		●	●	★
6. Interpret situations in terms of time perspective.	●	●	★	★
7. Identify immediate causes, underlying causes and multiple causes of historical events.	●	●	●	★
8. Identify relationships among historical events.	●	●	★	★
Organize information:				
1. Select relevant factual data for a particular purpose.	●	●	★	★
2. Record information in note form to show organization of ideas.	●	●	★	★
3. Make an outline of a topic from material read, heard or viewed from multiple sources of data.	★	★	★	★
4. Organize material to answer questions from material heard, viewed or read.	★	★	★	★
5. Sort information into categories according to given criteria.	●	●	★	★
6. Compose headings or titles for information summarized.	★	★	★	★
7. Compile a table of contents to show order.	★	★	★	★
8. Organize data by constructing tables, graphs and charts.	●	●	★	★

ANALYSING SYNTHESIZING EVALUATING
(Using information and ideas)

Analyse information:	9	10	20	30
1. Compare accounts to see if they are identical, similar, related or unrelated.	●	●	★	★
2. Distinguish between fact and fiction, fact and opinion, and fact and value.	●	●	●	★
3. Detect bias or propaganda in information presented.	●	●	★	★
4. Identify point of view or perspective.	●	●	●	★
5. Determine the authority and expertise of sources.	●	●	●	●
6. Examine arguments for consistency and contradiction.	●	●	●	★
7. Distinguish between warranted and unwarranted claims.	●	●	★	★
8. Identify sources of information as primary or secondary.	●	●	★	★
9. Determine whether evidence assembled is accurate and relevant to a topic.	●	●	★	★
10. Recognize underlying assumptions of a statement or position, both stated and unstated.	●	●	●	●
11. Distinguish between hypotheses and evidence, and hypotheses and generalizations.		●	●	★
12. Determine values underlying a position.	●	●	●	★
13. Separate a topic into major components according to appropriate criteria - key issues or concepts.		●	★	★
14. State relationships between concepts and categories of data - identify organizing principles.		●	●	★
15. Analyse data through the use of simple statistical tools such as per capita, mean and median.	●	●	●	★
16. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyse data.		●	★	★
Synthesize information:				
1. Summarize material presented.	★	★	★	★
2. Restate major ideas of a topic in concise form.	●	●	★	★
3. Draw inferences from data.	●	●	★	★
4. Develop concepts from descriptive data.	●	●	★	★
5. Draw generalizations by recognizing relationships between concepts.	●	●	★	★
6. Relate significant ideas to support a point of view.	●	●	★	★
7. Formulate opinion based on critical examination of information.	●	●	★	★
8. Propose a new plan of action or operation, or create a new system.	●	●	●	★
9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point.	●	●	★	★
10. Formulate alternative answers, solutions, conclusions or decisions to a problem.	●	●	★	★
Evaluate information:				
1. Consider which source of information is more acceptable and why		●	★	★

	9	10	20	30
2. Judge the adequacy of information about an issue.	●	●	●	★
3. Judge the reliability and validity of information – source, objectivity, accuracy, currency, consistency.	●	●	●	★
4. Judge the desirability of a decision on the basis of a particular value position.	●	●	●	★
5. Evaluate the desirability and feasibility of alternative solutions, decisions or actions.	●	●	●	●
6. Clarify and rank values in making judgments.	●	●	●	★
7. Evaluate the process used to arrive at an answer, solution, conclusion or decision.	●	●	★	★

COMMUNICATION SKILLS

(Oral, visual and written expression)

ORAL

1. Develop and use vocabulary appropriate to course content.	●	●	●	★
2. Speak to the topic in discussion.	●	●	★	★
3. Orally defend one's point of view.	●	★	★	★
4. Express one's ideas with confidence.	●	●	★	★
5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.	●	●	●	●
6. Communicate effectively in a variety of situations – group, panel, formal debate, seminar, forum.	●	●	●	★
7. Deliver information in oral presentations with the aid of prepared notes.	●	●	★	★
8. Develop facility in communicating orally through audio and visual media.	●	●	★	★

VISUAL

1. Select and use an appropriate medium for presenting ideas.	●	★	★	★
2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas.	●	★	★	★
3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to demonstrate learning.	●	●	★	★

WRITTEN

1. Write ideas in correct sentences in one's own words.	●	★	★	★
2. Express ideas in clear, coherent paragraphs.	●	★	★	★
3. Write multiple paragraph compositions using appropriate techniques for introducing, developing and concluding a topic.	●	●	★	★
4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons.	●	●	●	★
5. Write reports, research papers and position papers.	●	●	●	★
6. Write independently to support one's view using factual details, examples, statistics, analogies and quotations.	●	★	★	★

		9	10	20	30
7.	Select role, audience, format, topic and verb forms to express ideas for various purposes.	●	●	●	●
8.	Revise and edit written work to achieve one's purpose.	●	●	●	●
9.	Credit quoted material in writing – footnotes.	●	●	★	★
10.	Prepare a bibliography of sources used in research.	●	●	★	★
11.	Maintain well-written notebooks and class records.	●	●	★	★

PARTICIPATION SKILLS

(Interpersonal relations, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

INTERPERSONAL RELATIONS

1.	Show respect for the rights and opinions of others.	●	●	★	★
2.	Interact with others in accordance with social rules.	●	★	★	★
3.	Demonstrate willingness and ability to interact with others.	●	★	★	★
4.	Respond voluntarily to the needs of others in distress.	●	★	★	★
5.	Offer encouragement and approval to others.	●	★	★	★
6.	Resolve conflict through compromise and cooperation.	●	●	★	★
7.	Demonstrate the ability to disagree, when warranted, in an acceptable manner.	●	★	★	★
8.	Display self-confidence and self-control.	●	★	★	★
9.	Develop independent work habits.	●	★	★	★
10.	Seek help when required.	●	★	★	★

GROUP PARTICIPATION

1.	Work effectively with others in a variety of group settings.	●	●	★	★
2.	Participate in setting goals, rules and guidelines for group work.	●	●	★	★
3.	Demonstrate an ability to follow group rules, keep to the task and abide by group decisions.	●	●	★	★
4.	Accept the role of leader or follower, as the situation requires.	●	●	★	★
5.	Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.	●	●	★	★
6.	Make meaningful contributions to discussion and group work.	●	★	★	★
7.	Participate as a group member in organizing, and planning activities and in making decisions.	●	●	★	★
8.	Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences.	●	●	★	★
9.	Distinguish between work that can be done efficiently by individuals and that which calls for group effort.	●	●	★	★
10.	Identify, develop and apply leadership abilities.	●	●	★	★

	9	10	20	30
11. Demonstrate leadership in establishing group goals, enforcing rules, delegating authority, and facilitating agreement of opposing views.	●	●	★	★

SOCIAL AND POLITICAL PARTICIPATION

	9	10	20	30
1. Keep informed on issues that affect society.		●	●	★
2. Identify situations in which social action is required.		●	●	★
3. Develop appropriate strategies to produce constructive change.		●	●	★
4. Become involved in social and political processes.		●	●	●
5. Influence those in positions of power to achieve social improvements.		●	●	●
6. Exercise the responsibilities, obligations and duties inherent in a democratic way of life.		●	●	●
7. Develop the personal commitment necessary for responsible community involvement.		●	●	●
8. Employ public and private services to assist in solving individual or community problems.		●	●	★
9. Develop self-direction and self-discipline required to pursue goals.		●	●	★

INQUIRY STRATEGIES

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop and use critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills related to problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analysing and evaluating. Key critical thinking skills include:

	9	10	20	30
1. Distinguish between facts and values.	●	●	★	★
2. Determine reliability of data.	●	●	★	★
3. Determine the accuracy of data.	●	●	★	★
4. Distinguish between relevant and irrelevant information.	●	●	★	★
5. Detect bias in materials.	●	●	★	★
6. Identify stated and unstated assumptions.	●	●	★	★
7. Identify ambiguous arguments.	●	●	●	★
8. Recognize inconsistencies in a line of reasoning.	●	●	●	★
9. Determine the strength of an argument.	●	★	★	★
10. Consider personal values as a guide to decision making.	●	●	★	★
11. Examine and assess a variety of viewpoints on issues before forming an opinion.	●	●	★	★
12. Examine evidence and consider alternatives before making a decision.	●	●	★	★
13. Identify, use and evaluate various approaches to solve problems.	●	●	★	★

CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

	9	10	20	30
1. Brainstorm to collect novel and wide-ranging ideas.	●	●	★	★
2. Visualize a unique way of performing a task.	●	●	★	★
3. Predict a trend in society.	●	●	★	★
4. Develop an analogy to show relationships in a new light.	●	●	★	★
5. Create a metaphor to describe a situation or occurrence.	●	●	★	★
6. Produce a model to demonstrate learning.	●	●	★	★
7. State intuitive thoughts that may reveal new insights.	●	●	★	★
8. Develop innovative approaches in learning.	●	●	★	★
9. Demonstrate independence of thought.	●	●	★	★

PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when and how).

	9	10	20	30
1. Define a problem question.	●	★	★	★
2. Develop questions or hypotheses to guide research.	●	●	★	★
3. Gather, organize and interpret information.	●	★	★	★
4. Develop a conclusion solution.	●	●	★	★

DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem issue that involves a choice (should) and that requires a decision for action.

	9	10	20	30
1. Identify an issue.	●	★	★	★
2. Identify possible alternatives.	●	★	★	★
3. Devise a plan for research.	●	●	★	★
4. Gather, organize and interpret information.	●	★	★	★
5. Evaluate the alternatives using collected information.	●	●	★	★
6. Make a decision, plan to take action consistent with position held if desirable or feasible.	●	★	★	★
7. Evaluate the action plan and the decision-making process.	●	●	★	★

SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

	9	10	20	30
1. Identify and focus on the issue.	●	●	★	★
2. Establish research questions and procedures.	●	●	★	★
3. Gather and organize data.	●	●	★	★
4. Analyse and evaluate data.	●	●	★	★
5. Synthesize data.	●	●	★	★
6. Resolve the issue (postpone taking action).	●	●	★	★
7. Apply the decision.	●	●	★	★
8. Evaluate the decision and process.	●	●	★	★

Supervisor's Manual: A Guide To Distance Learning Module

A chart, correlating the relationship between the Program of Studies (knowledge, skill and attitude objectives), Distance Learning Modules, basic learning resources and the *Social Studies 13/23/33 Teacher Resource Manual*, is being developed. The Social Studies 20/30 Distance Learning Modules are not yet completed. When they are ready, the correlation guide will be distributed using the initial distribution list for this TRM. This guide will also be available through LRDC.

THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) they identify the distinctive role of the school and its contribution to the total education of youth.
(2) they provide purpose and direction to curriculum planning, implementation and evaluation.
(3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education – the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of various backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following extract can be found in all three Programs of Studies for elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. **Ethical/Moral Characteristics**

Respectful	– has respect for the opinions and rights of others, and for property.
Responsible	– accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/Just	– behaves in an open, consistent and equitable manner.
Tolerant	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	– is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	– is generous, compassionate, understanding, considerate.
Forgiving	– is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	– is dependable, faithful, devoted to friends, family and country.

2. **Intellectual Characteristics**

Open-minded	– delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	– analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	– is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	– expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	– has internalized the need for doing his/her best in every field of endeavour.
Appreciative	– recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. **Social/Personal Characteristics**

Cooperative	– works with others to achieve common aims.
Accepting	– is willing to accept others as equals.
Conserving	– behaves responsibly toward the environment and the resources therein.
Industrious	– applies himself diligently, without supervision.
Possesses a strong sense of self-worth	– is confident and self-reliant, believes in own ability and worth.
Persevering	– pursues goals in spite of obstacles.
Prompt	– is punctual, completes assigned tasks on time.
Neat	– organizes work in an orderly manner; pays attention to personal appearance.
Attentive	– is alert and observant; listens carefully.
Unselfish	– is charitable, dedicated to humanitarian principles.
Mentally and physically fit	– possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

OTHER HELPFUL SOURCES

A number of sources whereby additional information may be obtained regarding teaching social studies are listed below:

1. ACCESS Media Resource Centre
   295 Midpark Way S.E.
   Calgary, Alberta
   T2X 2A8
   Phone: 256-1100 (in Calgary)
   1-800-352-8293 (outside Calgary)
   Telex: 03824867

   a) Social Studies Grades 1-12. 1988 (Revised)
   This package contains a print component consisting of an "Inservice Presenters' Manual." Transparency Masters and Duplicating Masters. The video component includes two 20-minute videos: Video 1: "Overview of the Social Studies Program" and Video 2: "Encouraging Thinking."

   b) Social Studies Grades 1-12. 1989: Senior High Social Studies
   This package contains a print component. "Orientation Package for Inservice Sessions" and a 30-minute videotape (Video 5: "Senior High Social Studies").

2. Central Support Services
   Box 14
   11160 Jasper Avenue
   Edmonton, Alberta
   T5K 0L2
   Phone: 427-7224

   a) *Essential Concepts, Skills and Attitudes for Grade Twelve*. May 1987. Alberta Education.
   This document explains the most important things our students should learn in school.

   b) *Guide to Education: Senior High School Handbook*. Alberta Education (new edition yearly).
   This document includes information regarding regulations and guidelines pertaining to the operation of Alberta senior high schools.

   c) *Senior High Social Studies Program of Studies*
   These documents outline the mandatory requirements for Social Studies 10 20 30 and Social Studies 13 23 33.

3. Learning Resources Distributing Centre
   12360 – 142 Street
   Edmonton, Alberta
   T5L 4X9
   Phone: 427-2767
   Fax: 422-9750

   a) *Buyer's Guide* – LRDC
   The guide provides a product listing of all learning resources that the LRDC carries in active stock so customers can easily purchase the required education resources.

   b) *Focus on Research: A Guide to Developing Students' Research Skills*. 1990. Alberta Education.
   This monograph outlines a resource-based model that provides a developmental approach to teaching students how to do research.

c) *Students' Interactions: Developmental Framework: The Social Sphere*, March 1988. Alberta Education
This monograph provides information on the student as a social being.

d) *Students' Physical Growth: Developmental Framework: Physical Dimension*. July 1988. Alberta Education
This monograph describes Alberta Education's position on the physical growth of students.

e) *Students' Thinking: Developmental Framework: Cognitive Domain*. March 1987. Alberta Education
This monograph delineates the development of stages and processes through which students progress.

4. Social Studies Consultants (Alberta Education)
If further information is required, please contact your regional office social studies consultant. Addresses and phone numbers of the regional offices of Alberta Education are listed below:

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
Calgary, Alberta T2G 4T8
(403) 297-6353

Edmonton Regional Office
Alberta Education
7th Floor
Westcor Building
12323 Stony Plain Road
Edmonton, Alberta T5N 3Y5
(403) 427- 2952

Grande Prairie Regional Office
Alberta Education
12th Floor, 214 Place
9909 - 102 Street
Grande Prairie, Alberta T8V 2V4
(403) 538-5130

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5th Avenue South
Lethbridge, Alberta T1J 4C7
(403) 381-5243

Red Deer Regional Office
Alberta Education
3rd Floor West, Provincial Building
4920 - 51 Street
Red Deer, Alberta T4N 6K8
(403) 340-5262

5. REGIONAL FILM CENTRES

ZONE 1

Zone One Regional Film Centre
P.O. Box 988
10020 - 101 Street
Peace River, Alberta
T0X 2X0
(403) 624-3187
RITE: 120-0111

Zone 2 3

Central Alberta Media Services (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
(403) 464-5540
467-8896

Zone 4

Alberta Central Regional Education Services (ACRES)
County of Lacombe
Bag Service 108
5140 - 49 Street
Lacombe, Alberta
T0C 1S0
(403) 782-5730

Zone 5

South Central Alberta Film Federation (SCAFF)
Westmount School
Box 90
Wheatland Trail
Strathmore, Alberta
T0J 3H0
(403) 934-5028

ZONE 6

Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
(403) 320-7808
RITE: 181-0111

6. URBAN FILM CENTRES

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
(403) 464-8235

Coordinator for Instruction
Red Deer Public School Board
4747 - 53 Street
Red Deer, Alberta
T4N 2E6
(403) 343-1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive S.W.
Calgary, Alberta
T3E 6T1
(403) 246-6663

Education Media
Calgary Board of Education
3610 - 9 Street S.E.
Calgary, Alberta
T2G 3C5
(403) 294-8540

Learning Resources Consultant
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, Alberta T5H 4G9
(403) 429-8320

IMC Manager
Medicine Hat School District
601 First Avenue S.W.
Medicine Hat, Alberta
T1A 4Y7
(403) 526-1323

Curricular Resources
St. Anthony's Teacher Centre
10425 - 84 Avenue
Edmonton, Alberta
T6E 2H3
(403) 439-7356

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